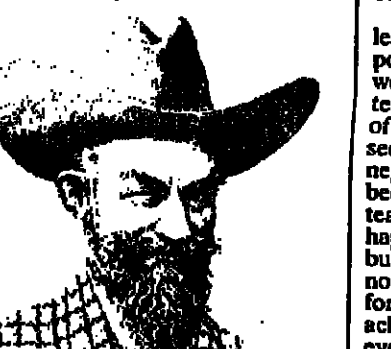


Open for business: on the eve of education secretary Sir Keith Joseph's first official visit to the OPEN UNIVERSITY, Maggie Richards discusses what he is likely to find there (page 10)

Of living philosophers, probably only Sir Karl Popper is more often quoted, misquoted and misprised than THOMAS KUHN. This week, Peter Scott profiles the author of *The Structure of Scientific Revolutions*, arguably the most significant modern work on the philosophy of science (page 11)

On the centenary of the death of General ULYSSES S. GRANT, Bruce Collins looks at the military legacy of one of America's least understood and least popular presidents. Did America's obsession with absolute victory, "unconditional surrender" stem from Grant's bloody civil war campaigns, or is his reputation as a strategist an inaccurate one? (page 14)

Beyond the bounds: ECONOMIC GEOGRAPHY still tends to work from a national - if not nationalist - base. Nigel Thrift argues the need for a much wider perspective more in keeping with present-day economic realities (page 15)



"The longer I live the more I see that I am never wrong about anything." BERNARD SHAW's letters offer an unparalleled insight into the life of a man for whom every action, however intimate, was on the public stage. G. J. Watson reviews volume three of the collected edition, covering the first world war and after (page 18)

Home news	1-7
Patrick Nuttgens	2
Letters to the editor	2
Don's Diary (Geoffrey Richardson and Robert Chalmers)	4
antithesis	5
Union View (NUS)	6
Overseas news	8-9
Articles	10-17
Column (Bernard Crick)	16
Books	18-24
Noticeboard	25
Classified advertising	26-31

NEXT WEEK

Nazi eugenics
Oxbridge entrance
Bookends: Anthony Kenny
Eric Evans on the *Annals of the Labouring Poor*



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Burnham, bye-bye

The present system for negotiating the pay of all non-university teachers from the primary school to the polytechnic, the Burnham committees set up 20 years ago, is in terminal decline. The system for negotiating university teachers' pay, the anomalous committee A-B structure, is hardly in better shape. The former needs to be replaced and the latter reformed. But neither task should be undertaken in isolation from the other. This opportunity must be seized, if not to amalgamate, at any rate to bring into much closer association the two negotiating machines and salary structures that at present coexist in higher education in intimate ignorance.

The break-up of Burnham looks inevitable because its delicate statutory structure depends on a partnership between local authorities and the Department of Education and Science. That partnership no longer exists except in a formal and enforced sense. So the decision of the local authority associations, under their new Labour/Alliance leadership, no longer to accept the Secretary of State's veto over salary awards, although it may have opened the door to a reasonable settlement of this year's pay claims, has also confirmed that the pragmatic balance embodied in Burnham has been upset beyond recovery.

The Burnham system has become less and less satisfactory for polytechnic and college teachers. The work of the further education committee has been captured by the gravity of the more powerful primary and secondary committee. So either salary negotiations in further education have been used as a stalking horse for school teachers' pay talks, as seems to have happened this year, or they have been bumped along behind, which is more normal. Either way it has been difficult for polytechnic and college teachers to achieve an independent settlement, even if they have pursued an independent claim.

Yet their interests have diverged from those of teachers in schools. This has been made most obvious in the different attitudes adopted by their respective trade unions to the joint negotiation of salaries and conditions. In schools this is regarded as a threat, a managerial encroachment. In further education it is seen as a necessity, to regularize the conditions of lecturers teaching on Manpower Services Commission courses, or a high proportion of evening students, or in a college operating an extended year. Clearly

the negotiation of conditions is a central and crucial element in pay talks in further education to an extent it has yet to become in schools. In advanced further education there are particular problems. The first is that of research, inevitably a growing area of exclusive enquiry in polytechnics and one full of difficulty as the experience of the universities has demonstrated. The second is the position of administrators. In schools and non-advanced further education the internal apparatus of administration is minimal; instead they rely on the external apparatus provided by town halls. But polytechnics have grown elaborate internal administrations with many senior and responsible posts. Yet they are stuck with a division between teaching and non-teaching jobs that is ultimately derived from the role models of the classroom teacher and the school secretary.

The machinery for negotiating university teachers' salaries displays similar flaws. Despite their formal independence these talks have to take place within the context of salary negotiations in schools. The more profitable comparisons with senior civil servants have become an irreparable memory; only clinical teachers have been able to maintain the link between their salaries and the pay of an indubitably elite profession. Indeed university teachers may even be at a worse disadvantage than their colleagues in polytechnics; their pay talks the afterthought of an afterthought in the decisive eyes of the DES.

As in further education the inability to bring together salaries and conditions in the same negotiation is a serious weakness. The result is that hours of anguish are devoted to haggling over fractions of percentages, while the future of tenure, the accelerating casualization of the academic profession, and subjects of similar gravity fall outside the scope of any formal negotiating machinery. The only structural issue that can be talked about is the totemic senior/junior ratio. This imbalance of priorities is a serious matter because so many of the really difficult negotiations in universities during the coming years of rationalization are likely to be at an institutional rather than a national level.

In both Burnham and the committee A-B structure the role of the DES is controversial. In both cases ministers and their civil servants are half-in and half-out of the negotiations. With

Burnham the DES's (former) veto had no basis in the founding legislation but in the department's eyes this back-stop power had become an indispensable convention. Certainly without the veto the cases for the statutory negotiation of teachers' pay and for the DES's formal involvement in that process, as opposed to a simple bi-lateral negotiation between local authorities and trade unions from which the DES is excluded, is much weaker. In these days of cash limits and rate-capping there seems little justification for the involvement of the DES.

In the case of university teachers' pay the role of the DES is presented in a different and more ambiguous light. The committee A-B structure, of course, has institutionalized a confusing schizophrenia between employers (the universities) and paymasters (the Government). All too often as a result of this damaging confusion salary negotiations have become the victims of a rhetorical sclerosis. Committee A has become a lobbying rather than a negotiating forum, while committee B, if it meets at all, has become a forum in which predetermined pay norms are reiterated.

Any replacement of Burnham in further education and any reform of the committee A-B machinery in universities should be based on two principles. This first is that the negotiation of pay and conditions of university and of polytechnic and college teachers should be much more closely associated; they should be regarded as complementary parts of a single process. This would help both sides; employers would find it easier to negotiate appropriate pay and conditions that were not distorted by irrelevant but powerful extraneous influences, while the unions might achieve greater bargaining strength. Maybe together university and polytechnic teachers would represent a more credible trade union critical mass than either can separately.

The second is that an effort should be made to remove the clutter - the statutory basis of Burnham, the entrenched schizophrenia of committees A and B and the anachronistic division between academic and non-academic staff in polytechnics, the artificial separation between teaching and non-teaching on both sides of the binary line. All of these stand in the way of purposeful negotiation today and tomorrow of clear-headed recognition of the troubling issues facing teachers in further and higher education.

Ruth and Oxford

Maybe Ruth Lawrence, the 13-year-old from Huddersfield who received her remarkable first-class degree in mathematics from Oxford last week, deserves to be left to enjoy her success in decent privacy. Yet her progress through Oxford has been turned into a public spectacle that has probably taken up more time on television and space in the newspapers than the Government's plans for the future of the entire university system. The sheer intensity of this obligatory public interest and the piquancy of Ruth's story mean that her privacy cannot be complete. She is in the medium through which powerful messages about higher education are being sent to ordinary people, messages that are instantly persuasive because they are so engagingly personalized but nevertheless deeply misleading.

The first message is that intellectual achievement is a bizarre aberration, something far removed from the experience of ordinary people. Genius of course may be just that, but it is far too early to place Ruth in that high category and many geniuses, it is worth remembering, have in their routine lives been down-to-earth far from the popular stereotype of the obsessed thinker. Prodigy, a much less complimentary word, is that which is more commonly applied to cases like Ruth's. But academic excellence should not be seen as something strange, but as

comprehensible if not accessible to many people. Or it should be; if it is not maybe our definitions of excellence need to be revised. Some may argue that mathematics and possibly physics are different, abstract and arcane subjects. Certainly it is possible to conceive of an excellence in them that is detached from personal experience or maturity to a degree that is unimaginable in literature or engineering, medicine or history. But such differences are probably exaggerated. The democratic quality of excellence needs to be laid upon for two reasons. First there are too many who are more than happy to set excellence on some unscalable pedestal, rather than base it firmly on an accountable merit. Such a view justifies their commitment to an inflexibly hierarchical society. Second, there is an stigma of excellence as a form of social condescension.

The second message is that education is a narrowly focused business, that it is about economics or biochemistry or, in Ruth's case, mathematics and not much else. This concentration on carefully restricted disciplinary territory is particularly strong in higher education, despite a century or more of rhetoric in favour of a broader and more liberal university curriculum. Such concentration is probably not

academic terms; certainly it disables many of the best intentions of a higher education.

There is no need here to descend to the soggy sentiment that education should be about life. Such a view is a shade too close to that earlier philistinism. But education, even higher education, is not just about intellectual excellence in its narrow sense of the expert creation and manipulation of academic and technical knowledge. It is about the acquiring of wisdom, a much broader circle drawn round this narrower excellence that also embraces maturity, experience, judgement and, yes, humanity as well.

Wisdom does not come easily or early. It cannot be cultured *in vitro* but only nurtured in real life. It comes from the natural growth of the whole person, not just the directed development of the intellect. Maybe Ruth Lawrence has a potential for wisdom as well as the highest ability in mathematics. Maybe she has the potential to see her mathematics in the wider context of the human knowledge of which they are such an important part. But her spectacular progress leaves behind a sense of unease. The innocence and optimism and playfulness of childhood, which her academic success seems to have denied her, have their own contributions to make the

Laurie Taylor



The Association of University Teachers (AUT)
Rectify the Anomaly - Stop the Erosion.
June 12, 1985

Dear Professor Lapping,
I'm so sorry to interrupt you when you're on your holiday - sorry - sabbatical - but your secretary recognized the urgent nature of this communication and was kind enough to give me your address. You will no doubt recall that as a member of the AUT you were sent a copy of our ballot paper in which you were asked to vote YES or NO to the following:

1. I agree that an independent inquiry is the fair way to settle salary erosion.
2. I agree that the joint management/union report on salary erosion should now be submitted to the Department of Education and Science.
3. I agree that any salary settlement should not undermine the other teacher unions' campaign.

I must say that all of us here at United House were delighted with the final results of this ballot. Ninety per cent of our members voted YES to Proposition 3, an even larger 97 per cent said YES to Proposition 2, and a massive 99 per cent came down in favour of Proposition 1.

This unprecedented level of support for the union and its policies could, we believe, have only been achieved by asking obvious questions and then spending a great deal of money telling people how to answer.

It is, however, over a matter relating to this ballot that I now contact you. As you will know, allegations of ballot-rigging are much in the air at the moment and there appears to be some prima-facie evidence that your own form may have been tampered with in some way.

According to our records you voted NO to Proposition 3 (a decision made only by 10 per cent of the members) NO to Proposition 2 (which placed you among a tiny 3 per cent minority) and then NO to Proposition 1 (which in fact was the only recorded NO in this question).

You are of course entitled to your opinions (although it would have been rather nice to have had complete unanimity on Proposition 1) but the suspicion that this might not be a true record of them was aroused in the office by the unusual voting pattern and by the fact that across the bottom of the form was not only your name, but also the legend - rather vulgarly scrawled in red crayon - DIG DEEP FOR THE MINERS. I look forward to hearing your comments on this matter.

D. J. B. TRUSCOTT
(Assistant Research Officer and Deputy Controller Flying Pickets).

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Stargazers fear loss of funds

by Jon Turney
Science Correspondent

Plans for a British National Space Centre are causing concern among academic astronomers that Science and Engineering Research Council funds for pure research in space may be redirected to applied research and technology.

The SERC faces some loss of sovereignty to the new centre, which will coordinate the space activities of the council, the Ministry of Defence, the Department of Trade and Industry and the Natural Environment Research Council.

Outline plans drawn up by a committee under Sir Robin Nicholson, chief scientific adviser in the Cabinet Office, call for a new director-general for space, based either at the DTI or at the existing space centre at Farnborough.

The plans will be discussed in Cabinet in the next week or 10 days, and a decision is expected before the summer Parliamentary recess.

A National Space Centre was first proposed in January by Mr Geoffrey Partee, minister for information technology at the DTI, shortly before he approved British participation in an expanded programme for the European Space Agency. This included an increase in the SERC's payment to the ESA for scientific missions, as well as design studies for a European portion of the \$8 billion US plan for an orbiting space station.

British scientists are now concerned that the new centre will gradually draw SERC funds away from astronomical research, which is of no direct interest to the other partners in the centre. And members of the SERC's astronomy, space and radio board were not reassured this week when they were not permitted to see Sir Robin Nicholson's paper. However, a group of board members will be allowed to comment on the proposals later.

Apart from the director-general for space the Cabinet Office paper is understood to propose two directors to run the centre - one for space hardware and one with responsibility for scientific research.

The centre will be overseen by a management board, which may have members from organizations outside government, including the Royal Society, and will ultimately be controlled by a ministerial committee. Detailed policy is expected to be agreed after the first appointments are made.



Portraits of the scientists...

Two specially commissioned portraits of outstanding British scientists were unveiled this week at the National Portrait Gallery. The Rhodesian-born artist Yolande Sonabend has painted Professor Stephen Hawking of Cambridge University (right), the mathematician and theorist of black holes. Professor Dorothy Hodgkin, the crystallographer and emerita professor of Oxford University, is portrayed by Maggi Hambling, a former artist in residence at the National Gallery. The two portraits, which were commissioned by the trustees of the National Portrait Gallery, will be on display in the gallery from next week.

NAB paves way for birth of eight new polytechnics

by Karen Gold
and Patricia Santinelli

Up to eight new polytechnics could be created in the next few years if new moves within the National Advisory Body to establish a second generation of polytechnics are successful.

The favourite candidates are Humber College and Dorset Institute of Higher Education. But Derbyshire and Ealing colleges and Bolton Institute of Higher Education are also making strong bids for polytechnic status.

Three other leading colleges have also made bids. Crews and Alsager and Buckinghamshire College of Higher Education and Chelmer Institute of Higher Education (to be renamed the Essex Institute from September).

The chairman's study group, a key NAB policy-making body, recommended on Monday that colleges which could satisfy new criteria on student numbers and the range and quality of their courses, to be drawn up by the NAB secretary, Mr John Bevan, should become polytechnics.

The group decided that local authority support (or church support in the case of voluntary colleges) was necessary before the NAB could consider any bid for polytechnic status.

Seven of the eight colleges have the long-standing support of their local authorities and Chelmer's bid received the endorsement of Essex's further and higher education subcommittee earlier this month.

enthusiastic about redesignation of colleges at least until after the Green Paper's proposed rationalization of institutions takes place.

The department is known to suspect that the extra money which polytechnics gain from the annual funding reserved for them may contribute to the colleges' motivation. The NAB is likely to change that funding system this summer, and the DES wants it to delay considering changes until after that.

At present all polytechnic statutes and instruments have to be approved by the Secretary of State for Education and Science, including the institution's name. That would mean that college bids would have to be approved.

The criteria which the study group considered made up a polytechnic were: substantial advanced work; a

wide range of work; quality; relative managerial independence; research and location. The report notes that London is already overprovided with universities and polytechnics - thereby apparently undermining Ealing's bid - and that Humber, Dorset and Derby have all used geographical situation to support their bids.

Colleges becoming polytechnics would also have implications for polytechnics wanting to be called universities, the group agreed. The general feeling was that a three-tier system should not be created; any institution worth calling a polytechnic under these criteria was also worth the name university. The ultimate goal might be a two tier system: large and diverse institutions called universities, and small less diverse institutions called colleges.

The study group's recommendations go to the NAB board at the end of this month, and to the committee in September, before returning to the group for more detailed work and probably recommended names.

All the institutions except Bolton say that funding is not really the issue. Their most immediate concern is that they should get recognition for doing the same work as a polytechnic, and acquire a title which has greater currency with employers, students and parents.

Dr Jack Earls, principal of Humber College said: "We would want to be called a polytechnic and then talk about funding". But Bolton's deputy director Mr B. G. Gardner said that this was the most important issue. The Institute is particularly concerned about maintaining its standards and this means equivalent resources to those given to polytechnics.



Life of the labouring poor, 16

Sir Keith to address v-cs' retreat

by Peter Aspdon

Vice chancellors have prepared a fighting agenda for their residential meeting in September, at which they will make a last ditch effort to put their case to the Secretary of State for Education, Sir Keith Joseph.

Sir Keith will take the highly unusual step of addressing the meeting personally, reflecting the concern felt by vice chancellors about the effects of Government policies.

They are preparing to tackle him on: ● the discrepancy between Government demands on universities and the resources allocated to them; ● the need for a long-term planning scale; ● the widening gap between university staff salaries and those in the outside world, which is causing "acute anxiety" within the Committee of Vice Chancellors and Principals.

But the signs are that Sir Keith will once again rebuff their approach, preferring to concentrate on his own personal concerns which centre on the issues of freedom of speech, and the need to maintain academic standards.

CVCP chairman Mr Maurice Shock, and vice chairman Sir Edward Parkes, met Sir Keith earlier this week to discuss September's agenda and put their points to him. They were also keen to stress the work in progress by universities on various Government projects, such as the Jarratt efficiency report.

Vice chancellors feel that Sir Keith has not given sufficient credit to universities for the attempts they have made since 1981 to become more businesslike. They particularly resent his questioning of standards. The CVCP has just released versions of the Reynolds committee's codes of practice on the external examination system for first degree and taught masters courses, and academic appeals procedures at postgraduate research level.

Pay gap narrows for college lecturers

by David Jobbins

College lecturers are on the point of further narrowing the gap between their pay and university academics' salaries.

Leaders of Nafhe are commending to their members a deal provisionally reached in the Burnham further education committee this week which will be worth 7 per cent to lecturers in colleges and polytechnics with structural changes worth a further 2 per cent to staff stuck at the top of the lowest salary scale.

Last year the initiative was turned down when it was rejected by the national council of the National Association of Teachers in Further and Higher Education. This year, council is to meet after branches have expressed their views - but at this stage a ballot is not expected.

This year's package offers lecturers 5 per cent from April 1, a further 2 per cent from December 1 calculated on the base figure, and automatic progression from the top point of the Lecturer 1 scale to the seventh point of the Lecturer 2 scale.



Letters to the editor

Understanding Northern Ireland

I have never been to Wimbledon and can therefore speak with confidence about any sport including tennis. But I rarely fall nowadays to witness the sorry scenes. I finish my hours of viewing more of a philosopher than when I started, uttering generalities to which no one in my family will any longer listen.

So here is my chance. This year's spectacle not only saw the humbling of McEnroe but the near-drowning of all the spectators. The McEnroe phenomenon was greeted, I think, in silence. I had expected to see the whole crowd in the stands rise as one man or woman and cheer as the wretched fellow was destroyed. I cannot truthfully say that I stood up in my room and did so but I would not be surprised if thousands of people did elsewhere. It was a triumph, I thought, for sportsmanship.

But of course it was nothing of the kind. Sportsmanship has nothing to do with tennis or any other professional game. It is a myth invented by the wealthy leisured to account for the ability of other people to beat them at everything. Having at a relatively early age been deprived of illness of playing games, I decided at school to beat everyone else in class and did so without compunction or any hint of sportsmanship.

Except in one respect. To keep my mind on good things they made me score to the first eleven. What over the behaviour of the cricketers on the field, my scoring sheets were a model of elegance. I noted the results dispassionately. How different from the behaviour of the white-clad heroes when they got back into the pavilion!

The fact is that the last place you should look for sportsmanship is the world of sport. Sport was invented to bring out the worst instincts in mankind. For a time they were expressed on the field. Later it became possible for the spectators to behave even worse than the players and smash each other up in scenes of contemptible bestiality.

I have with some regret come to the conclusion that the only place to find sportsmanship is in higher education. Not in school, where the rivalry is acute. Only when it has become clear that one is not going to win all the prizes. I know that higher education has had a bad press in recent years, in novels as well as Parliament, but where else can I go to find real solidarity?

No one ever recovers from the experience of Oxford or Cambridge ("Balliol made me, etc") but I can assure you that they don't recover from Edinburgh or Aberdeen either. You meet them on a foreign field and the years have instantly slipped away. "Just the same old arrogant bastard," said one when I met her in Australia a year or two ago.

I would not write with such rashness about sport if it were not for the fact that God has given to a hint of his distaste this year. He may have indicated His annoyance with David Jenkins by destroying part of York Minster with a thunderbolt shortly after his consecration; he nearly destroyed Wimbledon with a deluge. I think He is trying to tell us something.

Patrick Nuttgens

Sir, - Steve Bruce and Roy Wallis (THES, July 5) ironically categorize themselves as among "the more sophisticated" by their reliance on an explanation of political Paisleyism in terms of "the persisting fears and anxieties of warring ethnic groups". They regard, indeed, the struggle of two Irish nations - one to insulate itself from alien influences by conquering the other, the other to remain in a multinational state - as irrational. For them, the Protestants lack national status and rights because their allegiance to Westminster is conditional on not being handed over to Dublin (as if Lockean conditional allegiance were "unBritish", or in the circumstances irrational).

It is often tempting for students of religious phenomena to present such phenomena as both worthy and irrational - succumbing to this temptation has always reduced the explanatory power of their work. Bruce and Wallis explain Paisley's political appeal by referring to his vocal support for partition and for the British way of life (which the IRA certainly regard as alien). It is thus perfectly rational for agnostic and atheistic unionists to wish his prestige to be preserved, even

if his devolutionary leanings and distrust of Great Britain serve to undermine the Union.

By their conceptualization of nations and ethnic groups, Bruce and Wallis make an incomprehensible virtue of chauvinist rancour and fail to notice perhaps the most important factor in Paisley's political rise: the malign effects of British governments and parties in imposing devolution on a province which, like any other composed in the ratio of 63:35 of two hostile nationalities, is unsuitable for devolution (a "failed political entity", in Charlie Haughey's words). This devolutionary method, undertaken since the 1920 "settlement" in the hope of encouraging the growth of Irish unity, has been wholly counterproductive, not least in sustaining and developing the politico-religious phenomena Bruce and Wallis at once exaggerate, celebrate and deplore.

Most counterproductive of all, perhaps, has been the ban, imposed in 1918 and enduring even now, by the Labour Party on the people of Northern Ireland. This has prevented that large majority of Northern Irish trade unionists organized in UK-wide unions (pace Bruce and Wallis's odd insin-

ence that the O'Neillite middle-class "possessed the closest contacts with Great Britain") from pushing aside sectarian communal divisions in concentrating on the unifying struggle to achieve a Labour government at Westminster.

Republicans, whether in Ireland or in the Labour Party, badly need to see that constitutional and political devolution, by intensifying communal distrust in Northern Ireland, postpones the unification of Ireland, whether under Dublin, Westminster, or Brussels/Strasbourg, until the Greek Kalends. The methodology of "identity", treating "ways of life" in abstraction from the national communities whose ways of life they are, contrived only irrationalism and arbitrariness - obstacles alike to the scholarly understanding and the serious reform of modern political life.

Yours faithfully,
B. R. COSIN
Walton Hall,
Milton Keynes.

Sir, - Steve Bruce and Roy Wallis provide an interesting and sympathetic interpretation of one dimension of the Protestant community in Northern

Ireland. By contrasting Loyalist Paisleyism with Catholic Nationalism, however, their analysis fails to consider the dynamics and tensions within the Protestant community. These are expressed, for example, in the differences between the Protestant denominations and the divisions between Paisley's Democratic Unionist Party and the larger official Unionist Party. Intra-community tensions are important to understanding Northern Ireland.

Bruce and Wallis also perpetuate what has become a "received wisdom" in some circles in Northern Ireland: that the unemployment "crisis" has eroded the differential experience of unemployment of the two communities. This is not sustained by the evidence. Both the 1981 Census and the Continuous Household Survey reveal that Catholic unemployment rates for this differential to extend across age groups, and for a major difference in rates to be recorded in 24 out of 26 local council areas.

Yours faithfully,
R. D. OSBORNE
University of Ulster,
Jordanstown.

Poly breed

Sir, - Your article about the new breed of polytechnic deputy directors (THES, July 12) gets close to the truth but not quite there. There is another side to the number-crunching, index-seeking, NAB-interfacing abilities now fashionable among polytechnic central managers.

People who do best in these things are forced to ignore (or perhaps never knew) the subtleties of academic quality and the true measures of cost-effectiveness. They prefer to hear about contact hours, research allowances and student-staff ratios than real academic quality and productivity. They prefer to read a nicely written quinquennial self-appraisal of a course committee systematically covering all the points expected by the Council for National Academic Awards, rather than try to get to the difficult heart of a course and what it really does for its students. They prefer to set up any sort

of expensive central unit to pretend it can get research funding for all or organize short courses for all or provide computing services for all, rather than give a special penny to any peripheral unit to do those things for itself in its own way in its own language that people understand. They talk about institutional maturity but never admit in a mature way to institutional heterogeneity.

They are persons of the hard centre where big is beautiful and academic individuality is a nuisance. Does Eric Robinson really expect them to have ideas as well?

Universities beware. We may do some things better than you do, but not this one. You come this way at your peril.

Yours sincerely,
DR RALPH COOPER
Head of Department of Biological Sciences
Coventry (Lanchester) Polytechnic.

Creativity

Sir, - I liked Paul Harvey's review of Mark Ridley's and Michael Denton's books on evolution (THES, July 5) except for one jarring statement. He says that all those who seriously think about evolution divide into three groups which he calls evolutionary biologists, "scientific creationists" and sceptics and then promptly dismisses the scientific creationists as being non-scientists. When is a scientist not a scientist, one may ask. For by his way of thinking he would have to eliminate most of the early scientists including Newton and quite a few modern ones as well from his list of acceptable scientists for the sole reason that they happen to believe in a creative power and intelligence greater than them-

selves. All three groups are in fact scientists in the usual sense of the word in that they are all collecting and evaluating scientific data but possibly for different reasons. Creative scientists are perhaps broader-minded than the rest in that they do not always feel it necessary to restrict themselves to well trodden paths in their search for the truth because there is still so many uncharted areas in most scientific fields. From time to time they emerge from the thicket with new data or theory only to be greeted with hostility from those who have kept to the straight and narrow.

Yours faithfully,
L. R. PIMENTA
26 Selangor Avenue,
Emsworth, Hants.

Info retrieval

Sir, - I refer to Professor F. J. Smith's article, "Updating the legal profession" (THES, June 28), on the searching of legal databases. The problems of information retrieval outlined in the penultimate paragraph are not ones of computerization but of editorial control over texts prepared for databases. It is regrettable that the use of input systems such as optical character recognition allows vast quantities of text to be incorporated in databases with little thought of the consequences for information retrieval.

My own experiences in preparing a database (a detailed calendar of the

papers of the first Duke of Wellington) make it quite clear that for a text retrieval system to work effectively, much that is implicit has to be made explicit. Add to this the rigorous checking and editing of input text and it quickly becomes evident that the preparation of a database should be a more strenuous editorial discipline than many compilers conceive it to be and certainly one that is at least as demanding as the preparation of a manuscript for conventional publication.

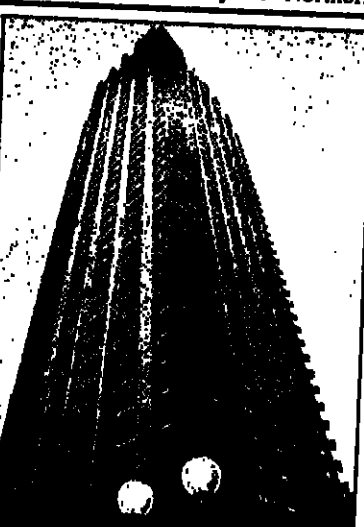
Yours faithfully,
C. M. COUGAR
Archivist,
The Library,
University of Southampton.

Queen's, Belfast

Sir, - Certain statements attributed to me by your correspondent, Carmel McQuaid, ("Redundancy card carries veiled threat", THES, June 28) might indicate that Queen's University, Belfast is at present considering the introduction of compulsory redundancies. This is not so. Your correspondent continues "until now Queen's has

escaped the brunt of the cuts... This is incorrect: since 1981 our grant per student has been reduced approximately in line with the average reduction in grant per student in universities in Great Britain.

Yours sincerely,
SIR PETER PROGGATT
Vice-Chancellor
Queen's University of Belfast



London Barbican: high rise by choice

Birmingham plans

Sir, In *The THES* of July 5 you described some of the proposals recently put forward by the vice-chancellor's planning committee. We are concerned in case this may give rise to unfounded anxiety among people outside the university, in particular applicants (both actual and potential) for admission to undergraduate and postgraduate degree courses. May I assure them, on the university's behalf, that none of the degree courses listed in the Universities Central Council of Admissions' handbook and in our prospectuses for 1985/86 and 1986/87 are at risk of being withdrawn as a result of the planning committee's proposals.

The report of the vice-chancellor's planning committee has only just been completed. Consultations have not yet proceeded far and there will be extensive discussion throughout the university before any decisions are taken.

Yours faithfully,
ANNE HUTTON
Registrar
The University of Birmingham

NUS rep

Sir, - In your report of the National Union of Students' submission to the Manpower Services Commission concerning youth representation on the Youth Training Board (THES, July 12), you say the union currently has 12 places on that board. This is in fact untrue. The "youth representative" slot is currently filled by the British Youth Council.

As to area manpower boards, there are 55 of these and only two have youth representation. It is this disgraceful situation the NUS wants to see corrected. Indeed, such a correction would only be in line with the MSC's own policy objective - to make their services "user-friendly".

Yours faithfully,
LESLIE SMITH
Vice-President (Education),
The National Union of Students.

Crick crack

Sir, - Oh dear, in my column of July 12 I referred to "Lord Snow's Two Cultures" not, as printed, Lord Sow. I thought him pompous but right on that issue and I would never insult anyone in that way.

BERNARD CRICK
Nether Liberton House,
Edinburgh.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

Yours faithfully,
MARJORIE BULOS
Housing Studies Group,
Polytechnic of the South Bank.

CNAA marks time on poly degrees

by Karen Gold

The Council for National Academic Awards is hesitating on the brink of making its first two accreditation agreements with Newcastle and Sheffield City Polytechnics.

The two agreements, giving the polytechnics virtual freedom to monitor all their own courses for a year, were due to be drawn up and approved by a special council working group on Monday.

But council members at their summer quarterly meeting this week expressed concern about whether the agreements were experiments or trail-blazers, about who should approve them and how they would work in practice.

The agreements in principle but subject to council approval were made with Sheffield and Newcastle after the council decided to seek changes in its charter to allow institutions, within a national system of peer review, to validate and award their own degrees. That decision came in the wake of the

Lindop report on public sector degree validation, which recommended that some institutions should have complete freedom from external controls.

The special CNAA working group on new validation arrangements has written to all CNAA validated institutions asking them to say what new arrangements they would like. The Sheffield and Newcastle agreements were acclaimed by a council spokesman originally as a "very bold step".

But this week council members insisted that that step should be taken only after further discussion. Council members are to be given 10 days to consider the agreements after they are drawn up on Monday, and to register objections. If a substantial number object, a special full council meeting will be called to go over the agreements again.

Chief officer Dr Edwin Kerr said: "This is council feeling that the first two agreements can be so important that they want to see them, because they feel those will set some parameters for future years."

Sponsoring cue from DES

Stronger links between private industry and student grants are likely to figure prominently in the forthcoming Department of Education and Science consultation paper on student financial support.

The paper's publication has been brought into question by the defeat in Cabinet of the loan scheme, favoured by the Secretary of State, Sir Keith Joseph.

But Sir Keith's plans were ditched because of the likely political costs of alienating would-be Conservative voters, and the financial costs of setting up such a scheme.

Now a campaign is gaining support among Conservative backbenchers to encourage industry to increase student sponsorship, which would relax the burden on the public purse. Student grants this year cost £30 million.

It is highly improbable in the light of last autumn's backbench revolt that the paper will tamper with the parental contribution towards the student grant.

That leaves Sir Keith with little room for manoeuvre, which makes the introduction of funds from industry a politically attractive proposition. Some backbenchers favour the establishment of tax incentives to ease the way for private sponsorship schemes, but the Treasury has always claimed that would create a dangerous precedent. *Leader, back page.*

Architect schools singled out

North-East London Polytechnic, Huddersfield and Belfast schools of architecture have been singled out for closure by the small transitory working group which is expected to report at the end of the month.

The working group followed the principle agreed by the previous architecture working party chaired by Lord Esher that the 30 per cent cuts should be selective, not across the board and should be taken from the diploma Part II student intake.

The Esher group had also recommended the closure of Nottingham University's and Liverpool Polytechnic's school, but these have been rejected.

In Scotland, the working group is believed to be recommending mergers between the two Edinburgh schools of architecture which have been holding talks on the subject for several years.

The Inner London Education Authority is to be given a quota of students numbers and to be given the power to decide whether to merge or cut its architecture department.

It is expected that a small cut of about eight students, equivalent to one member of staff, will be made in the rest of the schools of architecture.

Computer bonus

The University Grants Committee has distributed an extra £10 million of recurrent grant to universities to help them develop their computer science

Axe poised over languages body

Research and teacher training in languages may lose the support of a modern languages quango, following a Government announcement of a review and possible rationalization of its activities.

Sir Keith Joseph, Secretary of State for Education and Science, announced in the House of Commons this week that the activities of the Centre for Language Teaching were to be reviewed, with the Government "seeking better value for money".

The announcement comes after a four year scrutiny of CILT, as part of a general look at quangos. Originally Sir Keith said he had decided to continue funding the centre, which was established in 1966 as a charitable trust.

The centre's funding has been cut by 15 per cent over four years and is now

frozen at £386,551. CILT's activities include a language teaching laboratory, publications, a research register and information service, an inquiry service, running a liaison and conference service, work in teacher education and work with linguistic minorities.

Now Sir Keith has written to CILT saying he wants a joint exploration, including the centre's governing body and clients, of ways of making the best use of resources. The Government wants the centre to continue making a significant contribution to the support of foreign language teaching, the letter says.

But it also wants to look for scope in reducing CILT's 1986/87 grant, and to focus funding on "crucial" aspects of work. It might be necessary, for example "to concentrate on one sector (say

schools) or on one type of activity rather than another".

It asks CILT and its supporters to answer four questions by October 1: which of the centre's activities are most and least valuable, what scope there is for CILT activities to be done by other organizations, and how a concentration of work on schools would be viewed?

But CILT is opposed to any restriction of its work to schools only, arguing that the sectors are inter-related and work in schools is linked with work in adult education and teacher training, according to the centre's deputy director Mr Alan Moys.

CILT would be very reluctant to see the scope of its work diminished, or any simplistic solution, he said. CILT was encouraging all the teachers who had valued its work to write to the DES.

Pay gap closes for colleges

THE PROVISIONAL AGREEMENT FOR COLLEGE LECTURERS*

	April 1 '84	April 1 '85	December 1 '85
Lecturer 1	5,810-10,512	6,205-11,038	6,323-11,434
Lecturer 2	7,548-12,089	7,925-12,704	8,076-12,958
Senior Lecturer	11,175-14,081	11,734-14,784	11,957-15,045
Principal Lecturer	13,085-18,487	13,750-17,280	14,012-17,819
Head of Dept.	10,902-18,170	11,447-20,128	11,686-20,511
Vice Principal	12,210-25,227	12,454-26,488	12,698-26,992
Principal	14,313-28,877	15,028-31,370	15,314-31,989

* Unofficial figures subject to confirmation

continued from front page

the Lecturer 2 scale. More than 14,200 lecturers benefit from this alone and the employers have also shelved their demand that this should be an interim step towards introducing a single career scale for September 1986. But there is to be a feasibility study of the scope for savings.

The deal is worth 5.8 per cent in the current financial year.

But university union leaders are worried at the closing of the salaries gap. The salary of a further education teacher at the top of the senior lecturer scale is set to rise from £14,061 to more than £15,000 after December while a university academic at the traditional point of comparison earns £14,925.

from the Inner London Education Authority. The chairman of court, Mr David Brough, also announced that he was not seeking re-election.

The ILEA has set up a working group of officers and members to monitor PCL's activities. A statement agreed by the court also points out that the Libyans had admitted that they had not carried out all their obligations under the teaching contract which they broke off last year.

Maltese cross purposes, page 12

Poly accepts Libya deal criticisms

The court of the Polytechnic of Central London this week accepted the two highly critical reports on the polytechnic's broken deal to teach Libyan students in Malta.

The series of recommendations accepted by the court included a review of its own activities, the appointment of an accountant at a high level in the polytechnic, the freezing of international activities until they have been reviewed, and a reorganization of the polytechnic's income to separate its funds from outside sources and



The principal of St Andrews University, Dr J Steven Watson, at one time private secretary to Lord Shinwell at the Ministry of Fuel and Power, presents his former boss with the diploma for his honorary doctor of laws conferred a fortnight ago. The ceremony was at the House of Lords this week as Lord Shinwell had been unable to travel to St Andrews. The only other time the university bent its rule that honorary graduates must attend in person was when Winston Churchill received a degree after the Second World War.

ANTI-THIS IS Space-time continuum

Twelve Birmingham University scientists were left kicking their heels in Florida after last week's planned launch of the US space shuttle was aborted three seconds before lift-off.

They now have to wait two more weeks for the launch of their £1 million X-ray telescope inside the shuttle. Not long compared with the 10 years it took the university department of space research to design and build the instrument. But a long time for the Birmingham team, who are on a lower than usual subsistence rate to save the Science and Engineering Research Council money. A dozen scientists waiting for a launch on "July 29 plus or minus two" could mean a lot of hamburgers.

Constraining at the BBC this week, Sir Keith Joseph, guest on the Tuesday Call phone-in, drums his fingers on the table as he speaks. Frantic signals from the producer to interviewer Sue Macgregor are to no avail, and listeners continue to hear the Secretary of State for Education and Science in full flow, appearing with the Lone Ranger and Tonto thundering through studio B15 behind him.

Offensive language?

An outbreak of "Do as I say not as I do" from Aberdeen University's senate. The senate amended the university's note of guidance on student discipline, inserting him/hers and persons as appropriate, "to conform with the university's policy of avoiding gender specific language" it records.

So far so good. It also envisaged that the disciplinary committee might require restitution from an offender "for some less his behaviour had caused".

One law for the rich ...

The American Bar Association's grand tour of London this week included University College, which is in the throes of large-scale building work. ABA organizers reconnoitred all the venues earlier this year, and were not impressed by UC's piles of rubble, skips and other debris, which the college had tried without much success to get the constructors to move away.

Effective apologies from UC. No problem, said the ABA man handing over a cheque to get the deed done. Within a week the college was clean enough even for the lawyers. Money talks.

... and one for the poor

The winning slogan in the Association of University Teachers' competition to find a Saatchi-type phrase to make the case for the universities is: "The future begins with the Universities". Well, no, it wasn't actually one of the entries submitted by AUT members. It was written by Brian Redhead, presenter of Radio 4's Today programme and one of the judges of the competition.

Runner-up, and a genuine entry whose author will receive the prize, was: "I am educated therefore I am underpaid". An ideal car sticker to maintain the militancy if not the morale of AUT members.

Early contenders from Reading University for the Antithesis exam holders prize: "Mauriac's hero suffers from an over-bearing inferiority complex" and "Hugo's characters have a lack of fundament". Other examples to this office, bottle of wine to the winner, by Monday.

DON'S DIARY

SUNDAY

Woke early to search for mislaid airline ticket. Had visions of difficult negotiations for duplicate ticket and finding an extra £500 on the spot. Reassure myself that credit cards "take the pain out of spending. And how! Set out for Underground, then train. Hear New York American describe life in downtown city. Glad I am a provincial with a quiet life. Aircraft delayed, but find my companions on the flight are a young Australian geophysicist and a Sri Lankan speech therapist, who has been away from her architect husband and two children three months doing a *locum* in London. Third world women are tough! During the 16 hours to Colombo, we settle the world's affairs, discuss higher education in our countries, and try to sleep.

MONDAY

Beautiful sunrise - a thin sliver of orange scarlet above the clouds on the horizon. We commiserate with each other, and decide we are just alive. Arrive at airport and find procedures simple and efficient. My Sri Lankan friend, worried that I don't know who's meeting me or where I am staying, leaves me her address and telephone number. The British Council driver I expect is there and we make the long drive to the hotel, Mount Lavinia, one of the residences of the British Raj. University librarian calls 25 minutes after arrival. We discuss the problem generally, but at length how to plan for a totally new university library development. After a snack, go to the University of Moratuwa (on the outskirts of Colombo) to meet the vice chancellor. "Your visit will be a landmark," he says. I only hope he's right!

Meet the entire library staff over lunch, all very quiet, and very shy, so I try to break the ice by stating the objective of the week - to come to specific conclusion (for they've been discussing the future of the library for 10 years). Spend the afternoon inspecting the campus.

TUESDAY

Collected at 8.30 by minibus, 10 minutes to university. The traffic is such that it's best to close one's eyes and think of England. But my driver weaves in and out of the traffic and (fortunately) has first-rate control of the vehicle. Read more literature. Meet vice chancellor, who wants a space-age library. I tell him, the chancellor is Arthur C. Clarke. Introduced to the intricacies of the problem and hear more from senior colleagues in the university each with his own view as to what is best.

A kind library colleague provides me with a sandwich lunch, so I have an excuse but to settle down to work. In the evening I observe the odd mixture of hotel guests - tourists, mostly Australian (having lots of fun) and German (serious sun worshippers even when the sun isn't there), local businessmen.

WEDNESDAY

Early start with Sri Lankan colleague for 70 miles to Kandy. When we get out past Colombo University and the radio station (heavily guarded against a political takeover - for tension runs high) we get into rich jungle country and small thriving towns, some tiny, and some busy, some as if ruled by a madman, some as if ruled by a saint. We resist the siren of Caddy's beautiful girls, who tempt us to their feast of cashew nuts. The country changes with paddy fields in the valleys and coconut groves in the hills. We gradually get into the hills with single and finally make Kandy, and Peradeniya University. It is, after

all, a busman's holiday, for I've come to look at the library, specially opened for me on a public holiday. It's an impressive sight. Departmental buildings and residential halls nestling in a landscaped campus. The library, though built in 1960, has an antique air with beautiful woodwork in the public areas, a fine collection of books and manuscripts built up over the years. This is Sri Lanka's oldest university, a tropical Oxbridge, with a senate house opened by the Queen in 1964 - "more opened than usual" as it states on the commemorative plaque. There's also a foundation stone, laid in 1948 by the Duke of Gloucester which somehow was never incorporated into a building, and remains on a plinth with a tiled roof above as a kind of shrine. On to the British Council library, in a narrow building with a narrow stairway - it deserves better. The "government inspector" wants to throw half the stock away because it's been so heavily used and worn but he doesn't realize the extent to which this would exacerbate book starvation felt in Sri Lanka, as in so many developing countries.

We lunch well and cheaply in a picturesque lakeside restaurant, built around an enormous tree. "But you must see the Victoria dam - built with your taxes!" said the vice chancellor. It's an impressive sight.

We return the way we came, tired, but with mission fulfilled. The elephants after a day's work are also on the way home. The slow-moving water buffalo carts are everywhere. I try to work in the evening but sleep overtakes me yet again.

THURSDAY

My initial document on the university's library development must be finished today, and the quiet, patient typist is trying to cope with my handwriting. We must have copies for the workshop tomorrow. I write, she types. I finish by 16.00, she finishes? - the electricity went off about four, so I wonder when she did finish. My driver takes me back to the hotel. We have by now a silent comradeship, for he understands, but does not speak English. There's a message for me at the reception desk. An old pupil is going to visit me at 20.00. He comes with his wife to take me out to dinner - a pleasant and delightful surprise.

FRIDAY

Minibus arrives at 7.30 to take me to meet "the press". Delightful old-time journalist interviews me. Workshop at 2.15. Members of the teaching staff, library staff and invited library colleagues from other institutions listen politely, and then a discussion develops. We have a good discussion. They take away the document prepared for the workshop and one hopes will discuss it to create a climate of opinion in the university for an information centre rather than a library. Radio interview at 18.30. Efficient and interesting lady and I decide on the interview strategy. We do the "balancing act" and then away we go - seven minutes of new trends in information, world-wide data bases, satellites and staff training. Play back shows up my voice as too loud and one too many "ers", otherwise not too bad.

SATURDAY

Present document to vice chancellor and discuss costs. It's emphasized that the Arthur Clarke Centre has satellite communication and that an information centre, not a library, is what's needed. A visionary vice chancellor with managerial ability, interested in information is an *avis rara* indeed! Return to hotel and say farewell to my driver. Collected by British Council car to take me to the airport. We pick up two civil servants also bound for London. At the airport they have off to Business Class, yours faithfully British Council part-time consultant, to economy class. Well, we all look after our own, don't we?

Peter
Harvard-Williams

The author is head of library and information studies at Loughborough University.

Ecology research 'not worthy of the name'

by Jon Turney
Science Correspondent

Most research in ecology would be an offence under a scientific Trades Descriptions Act, argues Mr John Jeffers, Research Council's Institute of Terrestrial Ecology.

In his introduction to the institute's new annual report, he says most researchers have retreated from the complexity of studies of whole ecosystems to do conventionally reductionist research on one or two organisms. While this may be good research, it is not ecology, he feels.

Mr Jeffers' paper, originally written for internal NERC discussion, says that very little research dubbed ecology examines ecosystems, and little makes informed use of modern

methods of data analysis and statistics. He cites a review of statistical practice of authors submitting papers to journals of the British Ecological Society, carried out in the institute, which showed three-quarters had serious flaws of method.

Mr Jeffers' paper calls on the NERC to mount a new programme of ecological research, based on "the essential paradigm of the ecosystem", and making full use of modern statistical techniques and systems analysis. He envisages a collaborative programme between NERC institutes and universities to develop genuinely ecological research, starting in Britain but possibly expanding to include work with other European countries.

At the moment, he writes, "Even major research programmes financed by the largest Government departments frequently show no indication

that anyone concerned has any idea of the fundamental requirements for the design of experiments or surveys that will provide results that are scientifically valid."

Mr Jeffers also argues there is a need to ensure wider use of existing ecological information, and suggests establishing a national wide-area system and ecological models.

He goes on to argue that creation of the computerized databases needed to support such a system would also help studies designed to see if new rules describing the interactions governing ecological processes can be derived from hitherto separate work on, for example, habitats and organisms.

These might eventually be incorporated in new systems to advise decision-makers on ecological aspects of policy.

Edinburgh freezes all vacant posts

by Olga Wojtas
Scottish Correspondent

Edinburgh University's science and medical faculties must each save more than £120,000 through job losses by the end of next session.

Edinburgh, which faces a deficit in the coming year of £1.4 million, is to freeze all vacant posts in an effort to stave off a cumulative deficit which would wipe out its reserves of £5 million before the end of the decade.

A note to all staff from the principal, Dr John Burnett, says that frozen posts will be open to appeal, but a strong case will have to be made before they are filled.

The university estimates that savings of £500,000 could be made in the academic sector, with £128,000 coming from medicine, £125,000 from science, £68,000 from arts and £51,000 from social sciences.

But three areas will be protected from the cuts: the departments of artificial intelligence, computer science, electrical engineering and the centre for cognitive science; the departments of accounting and business studies; and the department of Scots law.

Dr Burnett said reducing staff was the only way of achieving significant savings and he urged staff to consider voluntary retirement at 65 or earlier not only to help meet the financial problem, but also to provide opportunities for younger scholars.

As a result of the volume cuts, there are fewer senior staff approaching retirement. Dr Burnett says. Only 42 of Edinburgh's total academic staff of about 1,500 will retire by 1990.

This could save only £850,000 by the end of the decade, Dr Burnett says, and in any event, not all the posts could

be left vacant - for example, those in clinical medicine with National Health commitments or those in information technology.

Once Edinburgh's grant from the 1986/87 session is known, "it may prove necessary to introduce more draconian measures."

Mr David Bleiman, regional official of the Association of University Teachers, said it was intolerable that the universities, which had already suffered a drastic reduction in funding, should face further large cuts.

● The University Grants Committee is considering a compromise solution to save Edinburgh University's threatened dental school, a Tory MP has revealed.

Lord James Douglas-Hamilton, MP for Edinburgh West, and Mr Tam Dalyell, Labour MP for Linlithgow, met the chairman of the UGC, Sir Peter Swinnerton-Dyer, to urge the retention of the school, which suffers from overcrowding and poor facilities.

Lord James said the UGC was now considering an option submitted by the university which would "all the ingredients of a possible compromise", retaining the existing pre-clinical facilities, but providing clinical teaching in a new purpose-built unit.

"I believe it is very important not only for the sake of patients attending the hospital but also for Edinburgh's standing as an international centre of medical learning and research that the dental school should remain in existence," Lord James said.

A UGC sub-committee had placed the dental school in the top 50 per cent of British schools and did not wish to see it closed. But the UGC also recognized that it could not continue in its present accommodation.

Prison staff shortage hits adult classes

by Felicity Jones

Eighty-five per cent of adult education classes in Birmingham prison are unattended because of staffing difficulties. And the problem is widespread in other prisons, MPs were told last week.

Lord Glenarthur, under-secretary of state at the Home Office, told the Select Committee of Education, Science and the Arts that particular difficulties were being experienced in the local prisons.

Mr Harry Greenway, Tory MP for Ealing North, said that since a change of policy within the prisons department, education was no longer a facility but had been drastically reduced, according to Her Majesty's Inspectorate reports.

Holloway prison had suffered for special reasons to do with rebuilding and the fact that it was not being used for the purpose for which it was designed.

The Home Office will shortly publish the results of a special project to review the results of a special project to the HM report on education provision in Holloway prison.

The inspectors had also reported that 85 per cent of Birmingham's classes had been wasted because offic-

ers were unavailable to accompany the prisoners.

Mr Greenway said that in more than 10 years the ratio of prisoners to officers had improved from 4.2:1 to 2.4:1 and officers' responsibilities had halved which belied the lack of them available for such duties.

Lord Glenarthur said heavy court commitment had taken over prison officer time and the clear impression was that there was adequate provision of education and training with peculiar difficulties in a few establishments.

Last year classes increased by 500,000 student hours, according to official figures, but this can be largely explained by the introduction of compulsory education in the Young Custody Centres as part of the "short, sharp shock" treatment.

● The Inner London Education Authority has welcomed the sympathetic approach of Mr Colin Allen, the new governor of Holloway, to education within the prison.

Mr Neil Fletcher, chairman of the ILEA further and higher education sub-committee, said: "In view of the enthusiastic assessment by HM inspectors of ILEA's education service at Holloway, perhaps it is time that the Home Office reviewed its procedures for prison education."



A lesson in writers' limp

Stout shoes were the order of the day when education for adults left the classroom and went rambling the week. The venue was a one-off week's summer school at Bradford University to mark the tenth anniversary of the Adult Literacy and Basic Skills Unit.

Fresh air and feet blisters replaced writers' cramp when students and teachers took off on their writing ramble.

The first expedition was from Bradford to Saltaire, the industrial village built by Sir Titus Salt, the second was a visit to Haworth, home of the Brontës, and the third a visit to the National Museum of Photography.

Ms Elisabeth Cardy, ALBSU assistant director explained: "Most writing and literacy classes take place for two hours a week in the classroom in a group with a teacher making the input."

"There is nothing wrong with that but these walks provide some good stimuli to creative writing."

High fees 'damage Britain abroad'

Ministers are under pressure to modify their policy on overseas students in the face of growing fears that it is damaging Britain's international reputation.

But there is no sign that they are prepared to make sufficient concessions to mollify Commonwealth education ministers when they meet in Sofia in October.

Criticism has come not only from aid agencies, but from academics and more discreetly through the British Council.

The critics hope that when the Whitehall interdepartmental group on overseas students meets in September it may be prepared to consider ways of helping poorer nations, particularly from the Commonwealth.

The UK Council on Overseas Student Affairs has put forward its own proposals to the Foreign and Commonwealth Office with special emphasis on aiding the poorest Commonwealth countries. Suggestions include concessionary fees either for all post-graduate Commonwealth students, students of academic merit from the poorest countries, or aid to institutions for fee support schemes.

Student teachers 'need criticism'

Reform of teacher training is essential if necessary changes are to take place in schools, Professor Jean Ruddock of Sheffield University told the annual conference of the National Association of Careers and Guidance Teachers in Nottingham last week.

More open group work and discussion aimed at the development of critical intelligence among young people in schools could only be achieved through introducing such things to students undergoing initial teacher training.

"It's time to prise open some of those habits we have been locked into," she said. "We must encourage open discussion between students and get them used to the idea of being criticized."

Art to science

Robert Gordon's Institute of Technology in Aberdeen has announced the surprise appointment of Mr Gavin Ross as vice-principal. Mr Ross was principal of Edinburgh college of art for six years until his resignation in 1984.

Video start

The Department of Trade and Industry has awarded Heriot-Watt University a £241,500 contract to promote distance learning video courses in microelectronics.

The videos will be aimed at engineers, scientists and managers, enabling them to update their knowledge of microelectronics without having to be absent from work.

The DTI is to give grants to develop the video courses, and these will be assessed and administered by Heriot-Watt's Video Course Services International.

Sheffield steal

Sheffield City Polytechnic, together with the City Council's employment department, has won a £99,000 grant from the European Community. The grant, spread over three years, is for schemes in the polytechnic's micro-systems centre offering advice to small firms buying their first computer, and computing services - word-processing, budget preparation, telex and electronic mail - available in the polytechnic, for firms so small they cannot provide such facilities for themselves.

Ms Elisabeth Cardy, ALBSU assistant director explained: "Most writing and literacy classes take place for two hours a week in the classroom in a group with a teacher making the input."

Banking on Lloyd

Oxford Polytechnic's television research unit is to become a limited company, called Trumedia Study Oxford, with five directors including the polytechnic's former director Dr Brian Lloyd. All profits will go to the polytechnic. Existing research projects for television companies and religious and educational organizations will continue, while new projects producing catalogues and reviews of educational videos and marketing videos to schools will be introduced.

Committed aims

The transboundary standing committee on continuing education has decided upon its main areas of investigation over the next year.

The committee, chaired by Lord Perry, has set up sub-committees which will look at professional education, with special emphasis on engineering and health, technicians and the provision for mature students in higher education.

London art post to be readvertised

The £30,000 directorship of the new London Institute is to be readvertised, after failing to attract enough suitable candidates for an appointment scheduled to be made this week.

The decision by the Inner London Education Authority to readvertise the post in the autumn may threaten the launch of the institute - a link-up between up to nine inner London art, design and craft colleges - in January.

Academic year ends in bitterness

by Peter Aspdren
and Olga Wojtas

The convention of the mild-mannered graduation address by prominent university figures to mark the end of the academic year was overturned this week with some of the most stinging criticisms yet delivered of Government policies on higher education.

The attacks on the Secretary of State for Education, Sir Keith Joseph, and on the Government's Green Paper came from vice chancellors and principals all over the country, as well as from a member of the royal family.

The Duke of Kent, Chancellor of Surrey University, said he "felt a considerable sense of disappointment"

that the university should receive so little encouragement from the Government when it had clearly demonstrated by its record that it was in the forefront of developing those links with the business world which the Government advocated.

His remarks followed an address by the vice chancellor of Surrey, Dr Anthony Kelly, who said the university had been rewarded for its compliance with the aims of the Green Paper with cuts in funding, short-term changes of direction, blame for the failure of the national economy and the broken promise that the cuts of 1981 would be succeeded by level funding.

The principal of St David's University College, Lampeter, Professor Brian Morris, said: "Universities do not exist to solve a nation's economic problems. This is what governments are for. And if this Government now wants Britain's universities to do something for which they were never intended in the first place, it must give the universities both the power and the responsibility."

"For if power without responsibility is the prerogative of the harlot throughout all ages, then responsibility without power is the prerogative of the eunuch."

The principal of Edinburgh University, Dr John Burnett, denounced comments by Sir Keith Joseph on universities' educational standards as malicious nonsense.

In another graduation address, Dr Burnett criticized Government policy on education spending. "It is now inevitable that virtually every university in the country is either in deficit or will be in deficit by next year," he warned.



Catherine Shaw, a final year three dimensional design student at Manchester Polytechnic, makes the point with her ceramic pencil case.

Health role proposed for research computers

by Jon Turney
Science Correspondent

The future of the advanced computer research pioneered under the Government's Alvey programme should lie in an important new initiative to apply new technology to health and social services, according to Mr Richard Ennals of Imperial College, London.

Mr Ennals, research manager for fifth generation computing in the college, and a member of the Alvey directorate, outlined his proposal for a "strategic health initiative" to a conference on artificial intelligence and society at Brighton Polytechnic.

He said the answer to filling the gap which might be left when Alvey funding expires in 1988 was a strategic focus for the next stage of development of an infant technology, to the benefit of society.

College bids for project

Kingston College of Further Education has submitted proposals to the Alvey directorate for a major project to develop expert systems for engineering teaching.

The project, to be developed with Imperial College, London, the Engineering Industry Training Board and the software house Logica would link expert-system based tutoring to interactive videodisc technology to create a new set of packages for teaching engineering students and technicians.

It will be based on work in the college's new information technology development unit, the first attempt to introduce so-called "fifth generation" computer techniques into further education.

Mr Arthur Cotterell, the college

principal, told a national conference on the implications of fifth generation computing for further education at Kingston this week that further education colleges must play a role in training for high technology.

The conference, sponsored by the Department of Education and Science's Further Education Unit, discussed an FEU paper which argues that fifth generation computer ideas, especially expert systems, can play a large part in all areas of the curriculum.

Mr Chris Cornsett of the development unit at Kingston said he hoped the college would also secure funding for a scheme to train staff from other colleges in use of expert systems on secondment.

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to give a further opportunity for other suitably qualified people to apply," Mr Fletcher said. "This should in no way be taken as a reflection on those who have already made an application."

Mr Fletcher, chairman of the ILEA's further and higher education sub-committee, the applicants included "people of considerable achievement and reputation" but not enough of them to form a shortlist.

"My only reason for readvertising is

Row over temporary jobs

Lecturers at Lancashire Polytechnic are in dispute with the polytechnic and the local authority over the non-renewal of 10 temporary teaching contracts and the polytechnic's insistence that other lecturers waive their rights under industrial legislation.

Twenty-nine staff are considered by the lecturers' union, the National Association of Teachers in Further and Higher Education, to be threatened with dismissal. Some of those staff were offered new one-year contracts, but these included a clause waiving their rights to take the polytechnic to an industrial tribunal or claim redundancy or unfair dismissal.

Ten of those staff were not offered renewed contracts: three in the polytechnic's secretarial studies department, three in accountancy and four in social work. But the polytechnic is currently advertising for temporary staff in each of those departments.

Natfhe has taken advertisements warning its members not to apply for those jobs.

Deputy polytechnic director Mr Brian Booth said that the polytechnic council had taken a decision to advertise all posts externally in order to comply with its equal opportunities policy. The posts advertised all involved different duties and qualifications from those in the contracts just ending, he said.

RETURNING THIS AUTUMN

9 OCTOBER-14 DECEMBER

GLENDIA JACKSON



TRANSLATED FROM HINDI BY
ROBERT DAVID MACDONALD

DIRECTED AND DESIGNED BY
PHILIP PROWSE

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London colleges plan link-up

by Peter Aspiden

Brunei University and Royal Holloway and Bedford New College, London, have begun talks on future collaboration between the two institutions.

The initiative follows a visit to Brunei by the University Grants Committee, which pointed out that the very dissimilarities between the two institutions might make it easier for them to work together.

The UGC chairman, Sir Peter Swinerton-Dyer, said during the visit that Brunei was a small university, even for one campus, let alone the two which it currently employs. But he said the proximity of one of the two sites to Royal Holloway and Bedford made collaboration a realistic possibility. "But concentration should be upon collaboration, not merger," he added.

The principal of Royal Holloway and Bedford, Professor Dorothy Wedderburn, said talks with Brunei had already begun, and would continue in the autumn.

She added that the different profiles of the two institutions made them complementary.

"We do not have any engineering here, while Brunei does not have any arts subjects, and we have many common interests in the social sciences. There is plenty of scope for working together, although we have not yet identified areas," she said.

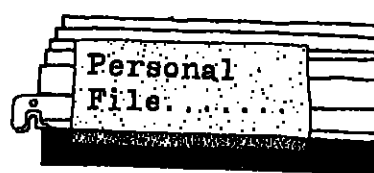
The UGC has also asked Brunei to examine its preference for thin-sandwich courses as opposed to thick-sandwich, which were not so expensive. "The committee was not convinced that, in all disciplines, thin-sandwich was necessarily better than thick. Brunei should be flexible in its approach," said the chairman's statement.

But a spokesman for Brunei, Mr Tony Cooper, said the university had a basic belief in the value of thin-sandwich courses. "We have always known that they were more expensive, but we believe they represent good value for money. We will be looking at the whole question very closely in the light of the UGC visit."

The committee praised Brunei's implementation of many of the Jarratt committee proposals, and praised the university's five research institutes, which had been "particularly successful in securing a good level of overhead on the research contracts they undertook."

It also singled out the special engineering programme and a proposed degree course in manufacturing technology as successful ventures.

Gary's further impact on the NUS



Gary Law: youngest ever

by David Jobbins

At 17 Gary Law is the youngest ever member of the executive of the National Student of Students - and almost singlehandedly responsible for bringing its average age down to a youthful 22.

A number of firsts in NUS history have been heralded as a turning point but failed to begin a real trend - the first woman and black presidents hardly led to a dramatic departure from tradition.

But Gary Law's election at the Easter conference is tangible evidence of a real change in the active composition of NUS - the recognition of the large majority of its members who are further education students.

The NUS has been largely dominated by higher education interests - universities and polytechnics provide a fertile hot house for ambitious student politicians. Further education students are more transitory.

Many are post-16 school-leavers without the political sophistication found in higher education student unions and who lack the confidence to strive for the top in the NUS.

Despite the growing recognition of the further education issue by the mainstream political groups, the emergence of students from the area has been largely outside the established framework. It has been a slow process but Gary Law believes his election, and that of two other further education students to the executive, is part of that process.

Born in Surrey, he lives near Epsom and after his year off as a sabbatical will return to North East Surrey College of Technology to finish his A levels.

Although he is taking physics, maths and electronic systems he admits to being "slightly disillusioned" with science and would like to go on to higher education to read law or politics.

His first contacts with the union were through the FCS, the rebel force in Anglia.

He accepts that changes are slow for 1985/86, with campaigns increasingly taking the further education angle into account. "This alone is not sufficient but it is going to take the slant of the NUS away from the universities."

Union problems in the FE colleges are distinct from higher education, he believes. Funding is lower, the regime stricter with embargoes on political activity, and sometimes with the college principal the president of the union.

Although he is by far the youngest on the executive, he dismisses suggestions that he is spared the demands placed on other older members.

"I have not been cut out of any of the work. At the summer convention I was one of the training tutors, helping to train sabbatical officers from universities and polytechnics, for example."

"I am treated as an equal despite my age."

UGC and NAB warned off library cuts

by Patricia Santinelli

The Library Association has told the Government's advisory bodies on higher education not to make any cuts in librarians' educational provision if they want to see improvements in education and training.

In its evidence to the University Grants Committee and the National Advisory Body, the association says that it is vital that schools and departments, of library and information studies in universities and colleges should be maintained and adequately funded.

The UGC and the NAB are conducting the first thorough investigation into education and training for librarianship and information studies under the chairmanship of Professor Brian Morris, principal of St David's College, Lampeter.

According to the association, maintenance of provision will ensure enough well qualified people enter the profession, that courses are of high quality, that there are opportunities for research and staff development, and that there are higher degree programmes, as well as opportunities for practising librarians to participate in continuing education.

Mr Ross Shimmion, secretary of the group which prepared the LA evidence, said people needed easy access to sources of information and ideas. Libraries formed an important network of such sources.

"Because of the increasing demands made on them, and because of the growing complexity of the information itself and in the forms it is presented in, librarians need to be highly trained," Mr Shimmion said.

The LA is also calling for greater efforts in marketing the skills of librarians. It says that in considering the need for library and information professionals, the UGC-NAB group should take into account not only the traditional markets but also expanding needs in non-traditional areas.

The association points out that recruits to the profession need not only academic qualifications of high standard but also appropriate personal qualities.

It stresses that there needs to be an effective partnership between library schools and librarians in a number of areas including the selection of students.

Postgraduate bursaries should continue to be provided but the LA accepts that the total number available and the allocation between institutions may need further investigation. It adds that regional access and the possibilities for distance learning should be investigated.

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Call a halt to Green Paper 'barbarism'

Buried away in an appendix to the recent Green Paper on higher education are some interesting statistics.

If you look at the figures for all students on courses in England and Wales, it shows incontrovertibly that the public sector now educates the majority of people going through higher education.

Three significant things stand out. First, the public sector provides courses across the spectrum of opportunity. The range is remarkable: from sub-degree courses to work at post doctorate level.

Second, the remarkable variety of modes of study available, including not just conventional "front-line" and "full-time" facilities but a growing range of flexible access schemes designed to fit in with the fluid nature of adult life.

And third, in the public sector students, staff and institutions "enjoy" an inferior funding level compared to the university sector.

Why restate these obvious and well-known facts?

Because, unless these salient characteristics of the public sector are rammed home whenever possible, the implications of the Green Paper on the residual role of the sector will remain the conventional wisdom behind government policy on HE.

I believe that these three features should motivate staff and students in the public sector to stand up for our institutes, colleges and polytechnics and demand from government a solid commitment - not for just parity of esteem but of funding. As somebody about to leave a polytechnic and work full-time in Naffie, I can sense this new mood of determination and self-confidence as a real force for the future.

In all this there is a danger of hitting out in envious rage at the financial position of the universities, or bowing and scraping to be admitted to the high table itself by name-changing or merging. Neither would be an effective way to get the public sector the rewards it deserves.

The first may not give an increase in funding to the level of the universities, but the reverse.

As for the second, there are at least two fallacies involved. The idea that merely by changing a name, you can enter an exclusive club of prestige, is wrong. There is also the mistaken assumption that by "merging" you can avoid being taken over. The latter is more serious today because casual references to mergers are all too common. I suspect that, as has been the case elsewhere, when the consequences of a so-called merger are seen in terms of closure of departments, the idea's attractiveness will recede.

The uncertainty of the current political climate and the divisiveness of the Green Paper mean a cool appraisal is vital as a prelude to a serious and sustained campaign for change. Our first priority must be to secure equivalent funding for the two sectors and reject absolutely the "barbarism" of the Green Paper's carving up of the curriculum into "favoured" and "unfavoured" areas. In this we can not only express a unity of purpose with colleagues in the university sector but see it reciprocated. It will only be on such a unified basis that the philistine thinking of present Government policies can be countered.

Frank Griffiths

The author is education secretary designate of the National Association of Teachers in Further and Higher Education.

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Teachers told to beware ethnic bias

Teacher training institutions will have to make sure their selection procedures do not include any unconscious bias on racial, cultural or religious grounds, the Department of Education and Science announced this week.

The requirement is set out in a consultative paper on increasing the supply of ethnic minority teachers, issued by the DES in answer to recommendations made in the Swann report *Education for All* published in March.

The department says local education authorities should ensure, as many already do, that their recruitment and promotion procedures are seen to operate without racial or sexual discrimination.

Institutions are also being asked to make greater efforts to advertise their courses locally in the ethnic minority press, promote and develop their working links with multi-ethnic schools and involve ethnic minority teachers as occasional lecturers on their courses.

The DES says it is re-examining the recognition procedure for members of ethnic minorities who have trained, qualified and taught in their respective countries, but who have not resumed teaching on arrival in this country.

It says that if any employing authority makes an appropriate recommendation and relevant experience can be demonstrated the DES is, in individual cases, prepared to grant exceptional recognition to a teacher lacking the normal qualifications. In other cases those with graduate equivalent qualifications could apply for a conventional postgraduate certificate of education course.

The department adds that after a conference on special access courses last March, it is now giving further consideration to how these can be developed in the future, both in the wider context and with regard to ethnic minorities.

Labour protest at Tory student's backing for Contras

Labour's education spokesman, Mr Giller Radice, has protested to the Prime Minister over the disclosure that a leader of the Federation of Conservative Students spent time in the field with Contra guerrillas in Nicaragua.

In particular Mr Radice called on Mrs Thatcher to condemn the view expressed by the FCS vice chairman, Mr David Holle, that the Contras were just as much freedom fighters as the French resistance in World War Two. And he demanded an inquiry into the links between FCS and terrorist groups.

Mr Holle met both the political and military wings of the Contras, who are in revolt against the Sandinista Government of Nicaragua. He visited base camps, refugee centres and field hospitals, and spent several days in the field with Contra units.

On his return he called for Conservative Party support for the Contras, commenting: "The Contras are just as much freedom fighters as the Afghan guerrillas, the non-Communist French Maquis in World War Two, and the American revolutionaries."

Mr Radice described the comparison as "insulting to the valiant struggle of the French resistance. I find it disgusting that such views appear to have some official legitimacy within the Conservative Party."

The recent Central Office inquiry cleared the FCS leadership of alleged links with extremist groups abroad, but Mr Radice believes that the disclosure is further evidence that they exist. FCS has also supported UNITA, the rebel force in Angola.



David Holle: visit to Nicaragua

ary war patriots."

In a

US fuels cold war by degree

from William Norris

WASHINGTON

A new kind of war has broken out in Central America - a battle fought not with guns but with academic scholarships.

Alarmed by growing Soviet influence in the region, the Reagan administration has decided to spend several million dollars to bring students from Central America to study at universities in the United States.

The Americans have a long way to go before they can catch up with the Russians. In the 1983/84 school year, 3,030 Central American students travelled to Moscow on full government scholarships. There were 6,800 of them in the United States during the same period, but only 226 of these students were sponsored by the US government, the rest were paying their own way. They were the children of Central America's elite ruling class.

The image is thus being confirmed of the United States as the protector of existing regimes in the region, and of the Soviet Union as the supporter of the poor and disadvantaged. In the eyes of the White House this not only provides the Russians with a propaganda weapon, but also with a core of loyal support for the future.

Henry Kissinger sounded a warning last year, when his commission's report on Central America noted "the important implications which the training of a country's future leaders has on its political development".

Kissinger recommended the spending of \$100 million to bring 10,000 Central American students to the United States. But, with some Congressmen complaining that it would be wrong to spend so much on foreign students when there were drastic cuts in college aid for Americans, the figure now proposed is much less.

It is being described as "an educational counter-attack" but, in fact, the effort now being devoted to attract lower-income and disadvantaged students is extremely small when compared to the United States Information Agency, \$3.8 million will be spent to bring 143 undergraduate students and teachers to study at 10 American colleges this autumn. A separate programme at Georgetown University is targeted at high school students who show college potential.

In addition, \$5.1 million will be devoted to raising the number of Fulbright scholars from the region from 53 to 200, and there will be 27 participants in the United States' international visitors programme.

Compared with Kissinger's grand vision, the figures seem pretty paltry, and there is also the problem that the administration's left hand appears not to know what its right hand is doing. Some academics are pointing out that while the White House is trying to step up scholarly exchanges with Central America, the State Department is being equally diligent in using the immigration law to keep out many Latin American scholars with leftist or other controversial views.

New bid to bring in fees

from Geoff Maslen

MELBOURNE

The Australian finance minister, Senator Peter Walsh, has again called for the reintroduction of fees for students attending higher education institutions.

The federal government has already rejected the proposal following Mr Walsh's advocacy of it earlier this year. But this month, he offered a second version which would combine fees with a system of student loans.

At present higher education is virtually free to all Australians who qualify for a place in a university or college of advanced education. The cost to the Australian taxpayer of this scheme now runs to Aus\$2.4 billion a year.

Under the Walsh scheme, all students would pay a fee - previously estimated at Aus\$1,400 a year - but would be eligible for a federal loan, repayable when a student started earning more than Aus\$15,000 a year. Every student would be obliged to pay fees and every student would have the right to receive an equivalent loan. The loans could be advanced to students by private institutions, with a government guarantee.

Graduates who did not reach Aus\$15,000 a year would not be required to repay the loan. While acknowledging that this would mean some



Senator Peter Walsh

defaulting on the loans, Senator Walsh said even a 100 per cent default rate would be no more costly to the budget than the present system.

Senator Walsh said a fees and a loan scheme would reduce budget costs by

Aus\$325 million in a full year, money which could, and should, go to the needy. "Applied over a full year, the proceeds from the first half-year of such a scheme would be enough to increase assistance to pensioners and beneficiaries paying rent by 30 per cent and to fully index both the rate and income test for all education allowances," he said.

He said that almost half the sole parent pensioners and beneficiaries paid private rents and comprised a large group of the disadvantaged in Australian society. They could be lifted out of modest poverty by a modest increase in household income.

The available evidence suggests that perhaps 200,000 children are on the verge of malnutrition simply because household income is inadequate, Senator Walsh said. "To take the extreme case, continuing to provide free tertiary education won't improve the prospects of some poor infant attending university if he suffers brain damage because of malnutrition." He admitted this was "overstating the case somewhat".

The Federation of Australian University Staff Associations has again strongly criticized the Walsh plan, claiming that reintroduction of fees or a loans scheme would lead to an immediate reduction in student numbers.

Students reject \$150 levy

from Benny Morris

JERUSALEM

The National Union of Students in Jerusalem this week called on the country's 65,000 students not to pay the special \$150 one-time levy imposed by the education ministry and Knesset in a recent revenue-raising decision.

The Knesset ratification of the levy was part of the treasury's effort to substantially cut the state budget and increase state revenues to cure the country's economic ills.

The education ministry has also almost doubled tuition fees at the universities from \$50 to \$90 annually, beginning with the next academic year.

But the current levy was imposed retroactively, and the students have resolved that the measure was illegal and contrary to the - still in force - tuition agreements between the students and the government.

The education ministry has announced that the universities will withhold degrees and other end-of-year diplomas from students who do not pay the levy by the end of the summer vacation. It is unclear whether the ministry will also hit at non-paying students by withholding examination and term-paper marks.

Meanwhile, Ben-Gurion University of the Negev, in Beersheva, this week became the first Israeli university to shift over to a five-day administrative week. Other universities remain on a six-day week.

Scholarships with strings

One hundred and twenty-six Sri Lankan undergraduates have been awarded scholarships from endowments totaling 4.18 million rupees to help them pursue their studies without financial difficulties.

But they have been told by Professor S. F. Kalpage, chairman of the University Grants Commission, that the scholarships could be withdrawn if they fail to meet certain criteria.

Another 3,500 students will receive scholarships from proceeds of a lottery conducted by the ministry of trade and shipping. The number of these scholarships has risen from 411 in 1981 when the scheme was launched.

Nearly 80 per cent of students benefit from these scholarships and a bursary system which has replaced bank loans to needy students. The beneficiaries of the endowed scholarships were other students who had financial difficulties.

The UGC would suspend or withdraw a scholarship if a holder failed to take each prescribed examination at the first available opportunity or if he or she failed to pass each examination at first sitting. They could also be withdrawn on evidence of irregular attendance at lectures and tutorials and if the conduct of a student was "unbecoming of a university student", or if the vice chancellor or director of a higher education institution recommended the suspension or withdrawal of a scholarship for any reason.

Ratio crisis for New Zealand

from Lindsay Wright

WELLINGTON

Increasing student numbers, devaluation and tighter funding have combined to pose serious problems for New Zealand's universities.

In its annual report to Parliament, the University Grants Committee reported: "Earlier cuts in funding together with underfunding for roll increases have impaired the ability of the universities to provide the level and quality of teaching and research which would maintain the proud tradition of New Zealand university education."

Presenting its submissions to the Government last year and in its annual report, the UGC drew particular attention to the adverse trend in student:staff ratios.

"The 1976-79 block grant settlement was based on a stated government policy to provide funding to achieve a student:staff ratio of 10:2:1."

"This was not achieved, because during that time student numbers exceeded estimates and because there was no compensation for inflation in non-salary costs, and funding intended for staffing had to be used for this purpose. As a consequence, by 1979 student:staff ratio had worsened to 11.5:1."

"During the 1980-84 quinquennium, the academic staff funding provided for increases in rolls was only half that which would have been required to maintain student:staff ratios at the 1979 level. The three per cent cuts in 1982-84 also removed funding for a further 100 academic staff."

"By 1984, the student:staff ratio

stood at 13.7:1; to restore even the actual 1979 ratio, 273 additional academic staff would be required in 1985, with a further 716 necessary to attain that which had been the aim in 1976."

The committee said that in commerce, law, mathematics and computer science, growth has continued at a rate well beyond the ability of the universities to respond. The result is that staffing ratios are seriously inadequate a claim echoed by the University of Canterbury which reported student:staff ratios in these, and other subjects, of from 20:1 to as high as 30:1.

Behind these figures is the rise in university student numbers from 39,876 in 1976 to 47,453 in 1984.

Last year's first year student numbers rose to 11,768 - up 472 on the previous year and the highest increase since 1980.

These increases are not expected to stop. Translating the enrolment figures into equivalent full-time student numbers the 1984 number was 41,606 and the UGC has forecast an increase to 45,100 by 1989.

Critical to the funding of the universities will be the report due to go to government at the end of August from the UGC, department of education and tertiary.

The University Review Committee is studying university fees, student grants, the financial implications of open entry and staffing levels needed. The UGC has set as an immediate objective that staffing should never be worse than 15:1 in any area. "It is hoped that a consequence of the review will at least be the attainment of



Secrecy by the book

Lund University's inter-library loan service has been used by East Germany and the Soviet Union to obtain defence-related materials, it was revealed recently.

Although only three definite incidents have been logged over the last three years, the Swedish defence staff have decided to initiate an inquiry. At the same time, as Bertil Lagerwall, the defence staff press spokesman, has stressed, Sweden's commitment to openness of information could make it difficult to plug the leak.

Lund University library is one of two of Sweden's two copyright libraries (the other being the Royal Library in Stockholm). It handles all international exchanges and has been dealing in this capacity with the Soviet Union and the Warsaw Pact countries for many years.

The first suggestion that the loan schemes might be being used by military establishments came from three years ago, when a naval library in East Germany requested a copy of *Marinnytt* (Marine News). This jour-

nals is in fact readily available from Swedish embassies and cultural institutes in virtually every country in the world.

The fact that East Germans found it necessary to use the international library loan service, instead of simply requesting a copy from the Swedish embassy in East Berlin, puzzled the library staff and made them suspect that the East Germans had some reason for avoiding a direct approach. They therefore decided to keep a look-out for other unusual requests.

Last autumn, such a request came from the Soviet Union - an application for data on naval harbour installations in north Sweden, and details of a hydrographic survey.

A compromise agreement had apparently been worked out between the Lund library and the Swedish defence staff, by which any such sensitive materials requested in the future by the Warsaw Pact countries will be duly forwarded - but the Lund librarians will supply the defence staff with details of the request.

Another major problem were the delays in postgraduate degree courses which the minister described as "wholly unsatisfactory". The average age for finishing a first doctorate was currently 33.6 years.

Young scientists had to realize that they were not in a nine to five job, Herr Bohme underlined. He called on them to make greater use of laboratories and libraries in off-duty hours.

Communists call for 'new blood'

from Barbara Von Ow

MUNICH

The Communist party leadership has called for increased efforts to improve the training and promotion of young scientists at East German universities.

Addressing the East German Rectors Conference in Weimar earlier this month, Politburo member Kurt Hager said the expansion of the young generation of scientists was a prime task of higher education.

According to higher education minister Hans-Joachim Bohme, some 1,000 professorships and over 2,000 fellowships will become vacant during the first half of the next decade. This would be three times higher than in the current five-year plan. Demand for skilled young scientists would also be boosted by the needs of industry and international commitments, the minister said in a recent speech.

In the speech, reprinted in the official monthly *Das Hochschulleben*, Herr Bohme called on professors to step up their efforts in training future scientific researchers. He said "insufficiencies" including egotism, narrow-mindedness and lack of responsibility, had impaired the adequate promotion of young talent in the past. In future, good students should be transferred to serious research projects from their third year.

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Mr Smith said the Papua New Guinea government's action in refusing to renew his visa was intimidatory and would effectively silence academics, he said no one in Port Moresby was aware the government had a policy of keeping people away from the border area.

"They did not accuse me of breaking any laws," he said. "I can only assume they must be under great pressure to demonstrate to the Indonesian government that they are upholding the border agreement."

Mr Smith left after the government accused him of intimidatory, insensate and arrogant behaviour in regard to the government's wishes and intentions over the border issue.

A letter to Mr Smith from the foreign affairs minister, Mr Gilbon, indicated that no foreigners were allowed in or near the border area without seeking and receiving official approval.

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ACADEMIC FREEDOMS IN POLAND

Academic freedoms in Poland are under grave threat. Amendments to the Law on Higher Education in Poland have been proposed by the authorities. These amendments would introduce full party and government control over academic life: the authorities would retain the power to nominate rectors and deans, to eliminate the autonomy of universities, and to apply ideological criteria for the selection and assessment of students and university personnel. Courses in official ideology which do not meet any standards of academic integrity would become mandatory.

These projected modifications to the Law on Higher Education in Poland go against the tradition of academic freedom and university autonomy respected in civilised countries.

We support the Polish academic community in its efforts to restore academic freedoms and retain the autonomy of Polish universities. We believe that the governments and academic institutions of our countries should bear in mind the actions of the Polish authorities against the academic community in Poland, in their official dealings with academic institutions there.

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|---------------------|--------------------|
| K. J. Arrow (N) | J. Kendrew (N) |
| A. J. Ayer | Leszek Kolakowski |
| D. Baltimore (N) | Jacques Le Goff |
| D. Barton (N) | S. M. Lipset |
| Daniel Bell | A. Lwoff (N) |
| Saul Bellow (N) | P. B. Medawar (N) |
| B. Benacerraf (N) | Czeslaw Milosz (N) |
| Isaiah Berlin | C. Milstein (N) |
| K. Bloch (N) | P. Mitchell (N) |
| Wlodzimierz Brus | Michael Novak |
| Zbigniew Brzezinski | G. E. Palade (N) |
| C. de Duve (N) | Richard Pipes |
| M. Eigen (N) | E. W. Rostow |
| J. R. S. Fincham | F. Sanger (N) |
| P. J. Flory (N) | Arthur Schlesinger |
| W. A. Fowler (N) | Peter Strawson |
| Ernest Gellner | Charles Taylor |
| R. Hofstadter (N) | Edward Teller |
| S. P. Huntington | H. W. Temin (N) |
| F. Jacob (N) | Elie Wiesel |
| James Joll | Bernard Williams |

(N) denotes Nobel Prize Winner

Medical exam failures cured

from Barbara Von Ow

MUNICH

Following months of protests and political wrangling, the result of this year's medical interim exam in West Germany - failed by more than 42 per cent of all candidates - will be officially corrected.

The decision was taken by the prime ministers of the regional *Laender* after "informal discussions" in Bonn last week. It comes after an independent expert commission, appointed by the regional parliament earlier this month, concluded that 29 of the 320 questions submitted to the students were unjustified and recommended that the results be revised.

The prime ministers' ruling follows widespread student protests over the "scandal exam" last March, which 2,388 out of 5,675 candidates failed. The failure rate, usually around 20 per cent, was over 70 per cent in several big cities including Hanover and Aachen. Several student organisations claimed that the results had been officially rigged in an attempt to stem the growing glut of doctors in West Germany.

The revised results will give all students a bonus of 28 points. It is not yet known how many of the failed candidates will now be given a pass.

The decision will come as something of an embarrassment to the Health Ministers' Conference which had earlier deemed the results "correct in form and content" and ruled out any "act of mercy" for the students. The health ministers still have formally to approve the decision of the prime ministers.

University reform plans toned down

Massive opposition from the Polish universities to the planned reform of the 1982 higher education act has apparently forced the government to yield on a number of points.

But the main purpose of the reform remains unchanged: to bring the universities and other colleges of higher education firmly under government control and, in effect, to annul the academic autonomy won in the Solidarity era.

According to the leading Warsaw weekly *Polityka*, the government committee for social and political affairs, which is in charge of drafting the reforms, is now prepared to concede the following points:

- The proposal to abolish tenure and to employ all senior lecturers and professors on short-term contracts will be dropped;

- Rectors, pro-rectors and deans will continue to be selected as at present instead of being appointed by the minister of science and higher education;

- Members of the main council for higher education - the 70-person body representing the universities in negotiations with the government - will continue to be elected by the universities instead of appointed by the minister;

- Universities will continue to operate according to statutes drawn up by themselves instead of having to conform to statutes dictated by the minister;

- The planned abolition of the students' "self-government committees" is to be dropped.

If these concessions are indeed true, the gain, at least in morale, for the

universities is considerable. But the government has not given way on the major issue: the right of the minister to dismiss or suspend university officials, bodies, or departments, if he deems it in the public interest.

Moreover, rectors, pro-rectors, and deans will now be chosen by a reduced university senate consisting of only senior academics without representatives of the students, junior academics and non-teaching staff.

And even if plans to reduce the main council to a puppet body of ministerial appointments have been dropped, the council will still lose considerable power. In particular, terms of employment of university staff will be decided "after consultation" with the council and not, as at present, "in agreement".

Reaction from the universities to the *Polityka* article has been mixed. Some academics see it as a proof that the government dare not completely override the wishes of the universities as expressed through the main council and note that, for the first time, the official press has openly admitted that the universities are opposed to the change.

- More than 20 Nobel prizewinners are among more than 100 Western academics pledging support for the campaign against restrictions on academic freedom in Poland. A statement on behalf of the academics this week in a British political weekly magazine calls on Western governments and academic institutions to bear the actions of the Polish authorities in mind in official dealings with universities and other institutions there.

Geoffrey Parkins reports on the first scientific and technical trade fair to be held in China

Bridging theory and practice

Trade fair president Guo Shuyan said the fair had proved a definite help in linking "academic research and economic development", and was optimistic that the fair would "spur the growth of national markets for technical services".

A senior ministry of education official said that such fairs had the beneficial effect of helping to train students to apply themselves to practice as well as theory in their studies.

Until recently scientific and technical research was largely isolated from industry and production and when useful results were achieved they were not exposed to the market, nor made readily available to industry. This was mainly because of an inefficient and badly co-ordinated management system and rigid and unimaginative state control.

The general thinking was that the benefits of research were common property and should be shared free of charge. But in practice industry experienced great difficulty in obtaining technical advice and information on new methods. Many institutes were researching irrelevant projects or the dissemination and practical application of results was neglected.

However, the recent national science conference and the party central committee's new reforms officially recognized scientific and technical research results as "commodities" and urged the development of science and technology markets. A recent survey showed that China now has 3,000 technical consultancy institutions, more than 1,000 technological

exchange centres and several hundred technology markets.

Since the early part of 1985, and not including the results of the Peking trade fair, the ministry of education had sold about 2,000 research results from various institutions, and from which additional yearly profits of around 200 million yuan are expected. State prizes were also awarded for 906 new inventions.

The Peking trade fair was the first occasion on which individual scientists and inventors have had the opportunity of presenting their research results and inventions at a government-sponsored event. The independent section of the trade fair was reported to have been highly successful. One inventor alone obtained 12 contracts worth 26,000 yuan, and received 58 proposals to transfer his invention to factories in different parts of the country.

The trade fair is to be an annual event and from next year overseas businessmen and industrialists will be invited.

China's research institutes put their results on the market recently at the country's first scientific and technical trade fair in Peking. Four thousand contracts were signed and trade volume reached 8 billion yuan.

At the fair, which drew entrepreneurs from all over the country, 20,000 technical research findings and products were put up for bidding, ranging from seedless water melons to mini atomic reactors. Twenty-nine provinces, municipalities and autonomous regions were represented, together with 49 government ministries and military technical units, most of whose delegations included their key decision makers and technical experts.

Prime Minister Zhao Ziyang praised the fair, which was sponsored jointly by the state commission for science and technology, Peking municipal government, the state economic commission and the state commission for national defence, for successfully "building a bridge between research and production".

كندا في الأصل

Going for a song and dance

Olga Wojtas on the saga of the sale of Craiglockhart

It was scarcely surprising, according to one informed commentator, that the influential House of Commons Public Accounts Committee summoned the secretary of the Scottish Education Department to explain why he was maintaining half-empty colleges of education.

Two years ago, the committee savaged his predecessor over the controversial sale of Hamilton College of Education and, the commentator continued, they had "tasted blood".

But if it was blood they were seeking, SED secretary James Scott proved a stone—a most ingenious and helpful stone, but a stone nonetheless.

The committee was asking about present policy on the education of colleges, and Mr Scott was able to answer with perfect truthfulness that the SED was reluctant to make any move until it had received the report of the Scottish Tertiary Education Advisory Council.

But matters might have been very difficult had the committee members been inquiring into the recent sale of Craiglockhart College of Education: for it can be seen as a debacle of the proportions of Hamilton.

The history of the colleges' sale goes back to the savage SED cuts of 1980 when Hamilton and Callendar Park Colleges of Education were axed, and Craiglockhart in Edinburgh was merged with its sister Roman Catholic education college, Notre Dame in Glasgow.

Given that the question of what to do about the seven remaining colleges must be one of STEAC's major concerns, it is useful to recall what has happened to the other three.

Hamilton had been built in 1966 at a cost of £2 million: it was finally sold in 1982 for only a third of that sum, £680,000. This low figure was bad enough, but it emerged that there had been four offers for the site, and those accepted had been the two lowest.

The sale was referred to the Public Accounts Committee by Hamilton's

Labour MP George Robertson who claimed it amounted to "political incompetence compounded by malice". The main block and playing fields were sold to the Charles Oxy group of independent Christian schools for £270,000 and the residences to Miller Homes for £410,000—less than half the highest bid of £1.55 million.

The then Scottish Office minister for industry and education, Mr Alex Fletcher, maintained that the bids accepted were "the best unconditional offers available".

But the Public Accounts Committee took a dim view of what it termed the SED's casual approach to the sale, particularly as they had ignored the warning from the Chief Valuer of Scotland that he was not satisfied the market had been adequately tested.

The committee found that the SED had failed to follow procedures laid down on the disposal of publicly owned property, which strongly recommended that Government departments take professional advice from the chief valuer and use experienced estate agents.

The committee said it was astonished that the SED had approved as selling agents the solicitors of Jordanhill College of Education, which had subsumed Hamilton. (Jordanhill's governors apparently believed that estate agents were "unlikely to have experience of selling a college of education"; their own solicitors' expertise is questionable since until then nobody in Scotland had ever sold an educational college.)

The sale was advertised in only four newspapers, including the *Times Educational Supplement* Scotland, scarcely a specialist property publication.

Callendar Park, five years on, remains unsold, largely because the site has the Forth Valley Health Board's nursing college as a sitting tenant until 1987. It costs Moray House College of Education some £150,000 annually to maintain.

The SED may have been chastened by the Public Accounts Committee's criticism over Hamilton, and their ridicule over Callendar Park. Indeed, when the time came to sell Craiglockhart last autumn, the department appeared to behave impeccably.

The decision to sell was made by the Society of the Sacred Heart, which owned most of the site, a former hydropathy centre which during the First World War became a military hospital for officers suffering from nervous disorders, including the war poets Siegfried Sassoon and Wilfred Owen.

Craiglockhart was sold by reputable estate agents who advertised it widely, and produced a glossy brochure which enthused that the site would be ideal for residential development, a nursing home or exclusive offices.

A number of sealed bids were received on May 15 this year, ensuring that market forces had measured the full value of the site, and that the SED got the most it could for its buildings.

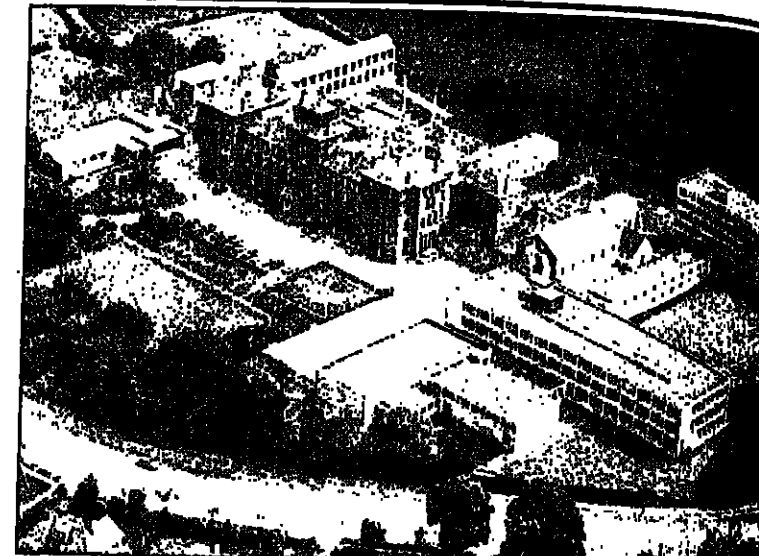
But who offered more than £4 million? The answer: the SED, through the governors of Napier College.

The body most anxious to secure Craiglockhart was another division of the SED, the section in charge of central institutions, which Napier had just become.

As the number of Craiglockhart students declined, the space was taken over by the expanding Napier, which would have been in severe difficulties had it had to seek alternative accommodation for the 2,000 students attending courses there, and more than 200 students in residence.

The SED was therefore in the ludicrous position of buying part of the college from itself; indeed, the CI section, division five, is only yards along a Scottish Office corridor from division eight, the college of education section which authorized the sale.

But what of the claim that market



Craiglockhart College: Commons scrutiny of SED's £4 million plus bid

forces had to prevail? Was the real value of the site £4 million? The SED effectively owned only three quarters of an acre of the 14-acre site, but this was a crucial area, including the main teaching block and halls of residence.

The SED section accounted for £1.4 million of the buying price, with the other 13¼ acres raising £2.6 million for the convent of the Sacred Heart.

Quite apart from the question of whether these two buildings should have been exposed to the market—the SED presumably could quite legitimately simply have transferred the property it already owned to its CI division—was a full-blown marketing exercise necessary at all?

Surely the SED could have negotiated with the Society of the Sacred Heart for the rest of the campus?

An SED spokesman maintained the department was obliged to ensure that Craiglockhart was sold openly, so that it would not be accused a second time of failing to secure the best price. A bidder might have offered twice the amount paid by the SED, and it would have been irresponsible of government to preclude this possibility.

But the Exchequer has not benefited in any way from the sale. Instead, the

SED, while claiming for example that there is no money to solve the projected teachers' pay dispute, has had to pay the full market price for part of Craiglockhart to a Roman Catholic convent.

The Public Accounts Committee's criticism of the SED was that too little money had reverted to the Government on the sale of Hamilton. On this occasion, no money has reverted, and the SED has surely paid out a great deal too much.

Even if £1.4 million is merely a paper transaction from division five to division eight, the costs of the whole exercise, including the sizeable estate agents' fees, must also be taken into account.

James Scott made it clear to the committee that further rationalization of the education colleges is more than likely. The committee also expressed its concern about overcrowding in the central institutions, nine of which are in centres which have adjacent education colleges.

Will division eight of the SED, apparently morally bound to follow rules expressly set up to optimize Government proceeds, continue to put on the open market property which division five wished to buy?

It is up to date statistical frame of the employers operating in their areas. CELP is investigating whether a database can be built in each local area but one of the problems is that small businesses come and go very quickly.

Another problem is that although large companies tend to have someone responsible for creating and monitoring links, in small businesses this is not often the case and therefore identification of needs however keenly sought by the colleges can be difficult.

There are also some difficulties concerning advisory committees, set up to provide the formal links between college departments and local employers. A detailed analysis of the advisory committees in its area by one CELP team showed poor attendance by employers' representatives, uncertainty about the role of the committees, college dominated discussion, and a pre-occupation with present achievements, and little involvement in policy planning and marketing.

Other issues raised in the problems which were raised in the report centre on staff development, the use of staff time and management structures and department organizations.

But the overall conclusion of the DES is that the message emerging from CELP is good. There have been early benefits from the projects such as strengthening existing links and the creation of new ones, increased co-operation between colleges in the development of new courses, and greater awareness on the part of college staff of the importance of marketing.

The detailed summary of activities in each of the eight areas involved shows clearly the kind of positive action that has been enabled by CELP. In Cleveland for example, the project has identified nine courses which could be developed with finance from the European Social Fund to meet employers' needs.

In Hertfordshire one of the colleges has secured expensive specialist equipment worth £500,000 which enabled it to fulfil the industry's training needs whilst acting as a shop window for the firm and its products.

In Leeds the project has developed a new clothing craft course taking account of current industrial practice, after research established that industry required part-time courses.

Research to date has highlighted the difficulties colleges face in obtaining

Patricia Santinelli

Outsider at the institute

Sanda Miller talks to the 'superannuated museum official' now taking over at the Courtauld

Dr Michael Kauffmann was very surprised to be appointed director of the Courtauld Institute of Art. He was: "... absolutely amazed that a somewhat superannuated museum official should be placed in such a high position".

His surprise stems not from the nomination to a position of such responsibility: after all, he has been in charge of the department of paintings, water colours, prints and drawings at the Victoria and Albert for the last 25 years; nor from the newly conferred academic status of professor of the history of art.

His academic credentials are impeccable: he was educated at St Paul's, then read history at Merton College, Oxford, followed by research at the prestigious Warburg Institute where he also worked as assistant curator from 1957-58.

His surprise comes from the fact that he considers himself an outsider to the world of academe. And although he has done some teaching, notably at the University of Chicago where he was visiting associate professor in 1968, as well as elsewhere, the fact is that the Courtauld Institute is no ordinary place of learning.

Its founding in 1931 was made possible by a series of generous endowments, such as that of Samuel Courtauld who leased the magnificent Adam house at 20 Portman Square a year later.

This was the first institute which concentrated on the exclusive study of the history of art at a time when this subject was hardly taught in Britain, while on the continent it had been an established university subject since the turn of the century. Very quickly the Courtauld became one of the most prestigious, internationally famous places of study for the history of art both at undergraduate and postgraduate level.

Dr Kauffmann's brief is that of preserving its noble tradition as well as aiming to make room for improvement. Easier said than done, given the current situation the academic world finds itself in and the two most dreaded words he was faced with as he was being interviewed were "cuts" and "tightening".

The conditions differ now quite radically from those during the directorship of his predecessors Anthony Blunt and Peter Lasko, both of whom he admires and respects because: "... in different ways and at different periods and with different problems they have done extremely well for the institute and have maintained an international reputation in the field" which he strongly believes must be preserved at all costs. In a nutshell, "major in adversity"—striving in adversity—is becoming his motto.

To begin with, Dr Kauffmann intends to tread with caution: "... by listening and looking rather than talking, rather than jumping in, in the depths of ignorance" and by not allowing his own prejudices and *lides fixis* to interfere.

But he has very definite views on the ways art history should be tackled, essentially as part of history, although he is against a dogmatic line of approach that would relegate methodology to "one party line", be that Marxist, structuralist, aesthetic or whatever "might be fashionable at the time". Given the relative youth of art history as an autonomous subject for serious academic inquiry, methodology is more important here than it might appear and for that reason rendered still questionable in more than one way.

It is fortunate that the Courtauld itself has an excellent conservation technology department where the students can study techniques and materials at first hand. He hastened to stress that in spite of an alleged "Courtauld style" or method of teaching there cannot be such a thing, simply because not only has each teacher his or her individual methods, but each period requires a different approach. "You cannot expect somebody teaching medieval architecture to have exactly the same methodology as somebody teaching 18th century art criticism; they are different subjects and grounds are bound to change."

He intends to do some teaching on a BA special subject dealing with the Romanesque.

The institute and its several collections of art, of which the best known is the Impressionist and Post-Impressionist collection bequeathed by Samuel Courtauld, now in Woburn Square, is soon to move and be for the first time under the same roof, at Somerset House.

Justice will be done for the first time to the collections, which will look very splendid in the rooms that in the 1780s housed the Royal Academy, and their other important function will be fulfilled, that of a teaching collection.

The institute's two photographic libraries, the Witt and the Conway, and its library will be arranged more logically for the benefit of the students and outside researchers rather than scattered up and down the building. Dr Kauffmann also welcomes the vicinity to King's College and looks forward to possible links such as exchange teaching, given that the Courtauld Institute had always been somewhat isolated from the London University, which doubtless contributed to its reputation as elitist.



Dr Kauffmann: treading with caution

PROFILE

To confuse the matters further, a series of related disciplines such as aesthetics, art theory, art criticism, so that the choice of method can almost be a hobby horse and Dr Kauffmann admits to his being: "... the important historical basis of the subject on the one hand and the importance of accurate dealing with real objects on the other."

Not only does he heartily approve of regular visits to museums which have always been an important part of the curriculum, but he feels that the old visit to Christie's or Sotheby's to enable the students: "... to see the back of a picture as well as the front and to learn about techniques" would not go amiss.

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The institute's two photographic libraries, the Witt and the Conway,

Peter Aspden looks at the implications of the Oxbridge entrance reforms

Sixth form uniformity is lost

It is typically ironic that, at a time when both Oxford and Cambridge universities have been trying to reform their admissions procedures to make them more accessible to state schools, they have ended up taking different paths which could actually serve to confuse masters further.

On many pressing issues, the two universities have been unanimous. The award of entrance scholarships and exhibitions, and the whole structure of the seventh term examination have been seen as embarrassing anachronisms by many colleges for some time.

But common room discussions have a habit of taking many years to turn into action, and it wasn't until the last ten years that some colleges decided, unilaterally, to change the rules of admission. Emmanuel, Fitzwilliam and King's at Cambridge, and Keble at Oxford began moves to break away from the standard entrance procedures, frustrated, no doubt, by the cumbersome preconditions of joint action.

But, perhaps surprisingly, their moves galvanized some of the other colleges into an immediate response, and it became clear that widespread changes were needed. Most significantly, the seventh term exam, which so favoured schools with a well-organized third-year sixth form, has now been scrapped by both universities.

The advantages of independent schools in this sphere were indisputable, particularly in arts and humanities, where an extra term of more sophisticated teaching after A levels acted as an ideal preparation for the Oxbridge requirements.

The abolition of the exam obviously aims to eliminate that unfairness; but perhaps more importantly, it also seeks to destroy the perception of unfairness which has undoubtedly—and justifiably—existed in state schools.

But the question of what should replace the seventh term exam, if anything, has proved the most controversial aspect of the reforms, and has created the new divide. There were some advocates of dispensing with a special exam altogether, but they were on the whole outnumbered by those who felt that A levels alone were an inadequate test.

Dr Harry Judge, director of educational studies at Oxford and tutor for admissions at Brasenose College, explains: "Relying on A levels entirely is extremely difficult, as virtually all candidates have obtained very high grades. You would be left with relying on the interview, at which the confidence of an independent school candidate might prove decisive."

So both Oxford and Cambridge, while keen to leave a route for state school candidates to devise a new exam—but they will take place at completely different times of year.

The Cambridge Sixth Term Entrance Procedure (STEP) will be taken in the same term as A levels, and will comprise of, at most, two papers which will be examined by an examining board. In scope and content, they will be similar to S levels, with the crucial difference that the papers will be available to colleges.

From 1987 onwards, then, all offers made by Cambridge will be conditional, and can be based on any permutation of A levels, S levels and STEP examinations. The decision to hold the new exam in the sixth term is defended on the grounds that it is a more natural "peak" in the candidate's school life.

Dr John Hopkins, secretary of the Tutorial Representatives of the Cambridge and senior tutor of Downing College, says: "With just two papers, the STEP exams are scarcely a serious breach in a candidate's preparations. It is much more desirable to hold the exams at roughly the same time, on educational grounds."

Oxford colleges, however, disagree. They have replaced their seventh term exam with one held in the fourth term, which will be marked by the colleges themselves. The content of the exam will again seek to bring out more subtle

skills than those tested by A levels and will be designed by committees and panels containing school and college representatives, so that the level of the candidate's work at such an early stage to their sixth form life can be properly assessed.

Dr Judge, advocating the Oxford system as opposed to its Cambridge counterpart, insists that the exam will not represent a major interruption in work. "To take an extra exam in the same term as A levels, as at Cambridge, can easily disrupt the natural rhythm of a candidate's preparation."

"The second big difference is that the Oxford exam will actually be read carefully by the tutors who will ultimately be responsible for teaching the candidates, if they are accepted. There is a question mark in the Cambridge case as to how carefully the colleges look at the STEP papers."

Dr Judge believes that the power of the Cambridge colleges institutions has worked against their joint attempt to reform their procedures. "In Cambridge there is much more of an institutional selfishness, and a higher degree of competition between the colleges."

He gives as an example the way that the computerized distribution of candidates without a college preference at Cambridge will be determined by the number of applicants at each college, as opposed to the Oxford



Dr Judge: Oxford system is best

system, which will try to ensure a widespread distribution. Thus, if a particular Cambridge college has many specific applicants, it is rewarded by a greater share of the non-preference candidates which, says Dr Judge, is protecting the interests of the colleges, not the candidates.

Not also critical of the "cover ratio" of offers at Cambridge, in which many, very demanding offers are given every year, and then lowered to fit in with the number of vacancies, prolonging uncertainty.

In many ways, the collegiate systems at both universities are the biggest obstacles to achieving the kind of "simplicity and uniformity", as Dr Judge puts it, which will ultimately destroy prejudices and attract a substantially wider range of candidates.

Thus, both universities have dropped their insistence that candidates apply to specific colleges, and have opened the way for an open application—but the subsequent differences in the distribution of those candidates makes life a little more complicated still.

In a sense, both Oxford and Cambridge, while inspired by a laudable aim, are groping in the dark. Significantly, Oxford has retained a "Mode N" (non-examination) route for candidates as an alternative to taking the fourth term exam. "It is important to leave options open, and allow the market to decide," says Dr Judge. "It may be that in a few years' time, there will be no extra examination at all, if that is the long term preference of candidates."

Clearly, both the traditional universities have strong and typically independent views. But caught in the middle, and watching very carefully, are the schools.

Mr Peter Snape, general secretary of the Secondary Heads Association, greeted with delight the news that Oxbridge admissions were to be reformed. "But it is a great pity that they have ended up developing different systems," he adds.

"The whole issues of Oxbridge and the maintained schools is very complex — there is still considerable prejudice by pupils and staff against a system which they see as elitist. I don't think that will ever disappear until both universities are part of the normal UCCA application process."

Strengthening the Links

CELP is a two-year pilot project which was launched and is nationally administered by the DES. Each project has a local director and is backed by a steering committee representing a wide range of representative interests. It involves eight local authorities, Birmingham, Bradford, Cleveland, Ealing, Hertfordshire, Lancashire, Leeds, and Wiltshire. At least five of these areas have been affected by major changes and decline in their traditional industries.

CELP has three main aims: to test the adequacy of further education colleges/employers links, identify and disseminate good practice and identify problems and devise and implement solutions.

whether it is based on hard evidence or is simply an opinion, that some employers do believe colleges are not fulfilling their needs.

It does, however, sound a cautious note. DES officials stress that no one wants to turn further education

into a gigantic training system for employers.

Therefore the dilemma for colleges is how to keep a balance between nationally recognized courses with portable qualifications which attract students, and at the same time put on courses which meet the demands of local industry.

The report does not concentrate its criticisms solely on the colleges. Employers are referred to in the section on marketing further education which has been identified as a priority. This says that they do show interest in further education when approached, but seldom take the initiative or set down their training needs.

However, the suggestion is that this attitude may be due to the bad image of further education.

It says: "NAFE is widely seen as inflexible, out of touch and commercially unaware. Colleges are regarded as typical state-run monopolies and most users feel that they are not bothered to market themselves more positively because they feel secure in knowledge that no one would challenge their position."

Common criticisms centred on the quality of college reporting on student progress, confusing course information, inflexible timetabling and excessive institutional independence.

But one employer, Mr Reg Thornton, personnel manager of Blackburn and Co and the chairman of Lancashire's steering committee said: "We have been quite impressed and so have members of the committee by the way colleges have begun to change and in

In each local authority area an average of four to six colleges is involved. In each case the project is intended to cover a wide range of courses which reflect local needs, and is aimed at an age range starting with 16-19 up to and including adults.

Funding of up to £20,000 over two years is made available by the DES. In addition six of the authorities successfully obtained finance from the European Social Fund for "action" projects within CELP. Money is also available from the MSC.

The pilot is due to end in 1986 when it will be expanded to all local authorities which successfully bid for funds made available under Educational Support Grants.

some respects are in advance of the industrial sector."

CELP in Lancashire is unusual in that it is run by two steering committees and focused on two colleges, one in the east and another in the west of the county. The project's investigations have shown that there is a need for a commercial industrial database on which identified employment characteristics and needs can be placed.

Mr Thornton points to the achievements of colleges in Lancashire in for example establishing a new technology unit and developing a business centre.

Mr Jerry Wastling, an industrialist from ICI who co-ordinates the CELP project in Bradford is equally supportive of colleges. He points out that there is an increasing realization in that colleges have to market themselves.

The CELP project in Bradford investigated four areas, one of which was adult training. This study showed that employers did not see a great need for this but were looking for ad hoc courses carried out in-house.

Mr Wastling points out that employers do not want to waste money and firms which have survived the recession have fewer employees, tight schedules and little time for "training". He points out though that they are keen to have short courses on new legislation and "on how to get hold of plastic money".

The report points out that generally employers are more interested in short tailor-made training rather than a nationally validated course.

Research to date has highlighted the difficulties colleges face in obtaining

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Children and mothers at the Alton Family Workshop where informality and individual choice are key elements of the set-up



It's a family affair

Felicity Jones on the development of parent and child education outside the context of school

In the next few days a dossier on parent education culled from the experience of adult educators will land on the Secretary of State's desk.

It has been compiled by the National Institute of Adult Continuing Education as higher education's answer to the mistaken view that only schools are involved in outreach work.

In the past five years "parent" and "family" education have come into common parlance as the global term under which many strands of activity to do with child development have been drawn.

These activities can include short courses on modern mathematics as an introduction for bewildered parents of school-age children; family workshops in schools and adult education centres; pre-school playgroup and child-minder training; basic education; educational home visiting schemes; and courses for newly arrived immigrants and refugees.

The focus can be squarely upon the child and aimed at tackling under-

achievement at school. Or it can be more subtle.

Parental involvement in education is often a question of the personal choice of the heads and staff in the schools and the Inner London Education Authority for that reason has found it particularly useful to develop parent education outside the school context.

The ILEA puts as much value upon the quality of life of the parent and what they in turn will hand on to the child rather than concentrating on the child's immediate needs. It is only unfortunate that all too often parent education means just mother and child without the father.

There are also conflicts inherent in parent education. Adult educators can unwittingly find themselves becoming the purveyors of a certain set of moral

and social values which have never been and should not be the role of educationalists. The home visiting scheme in particular, where tutors go into the home of "disadvantaged" parents and teach them how to play with their children, can smack of Big Brother and social control.

Miss Jenny Scribbs, vice-principal of Putney and Wandsworth Adult Education Institute, who came through the pre-schools playgroup movement, and has much experience in the field of parent education, addressed the annual meeting of the Educational Centres Association on the subject.

She sees family education as offering opportunities to women. A recent survey showed that most women stay in the same class and do not progress to other educational opportunities the way they should.

"We are trying to say that it is OK if you want to do dressmaking but our job is to make you aware that there are other possibilities," she said. The Alton Family Workshop started as a craft group on Friday afternoons in 1981 in the award-winning high-rise estate which overlooks Putney's golf course - but has the highest petty crime rate in the borough.

The ILEA's Family Education Unit is a developmental unit based in Wandsworth and it was through the unit and its worker Janet Bell that it was decided to try to use the Alton centre in a different way.

It was agreed with the existing tutors to open up the doors between the classes and encourage students to move freely throughout the centre joining whichever tutor they wanted at any given time.

The interaction included a group of mentally handicapped students, English as a second language, keep fit, printing, dressmaking, upholstery and a cello.

Registration is for the day and since it started a social area with comfortable chairs and a canteen for lunch and coffee has been included which attract and enable mothers to stay all day, as most do.

"We saw that the design of the centre meant that it was possible to think of it as a whole but we had to consider the individuals and groups within it, Janet Bell said. Discussions about the integration of the handicapped group which comes to the centre for drama became extremely emotionally charged.

A Christmas party brought everyone together and went a long way to breaking down the prejudices.

The children have a part of the centre set aside with tutors for play activities but they come and go as they wish. Some similar workshops go so far as to have integrated work so that while a mother does macramé, the child does string sculpture but that could become too forced.

During the half-term the centre has to cope with an influx of 100 children when the institute finds extra tutors. Mothers are given the opportunity to watch their children out of curiosity rather than seeing it as a chore. An opportunity which most parents, not just so-called "disadvantaged" parents, would see as worthwhile.

The informality encourages mothers to form self-help groups, to meet social needs and to pursue further education opportunities. Several short courses have been held in response to requests from parents and children.

Jenny Scribbs sees this as liberating rather than controlling education. "There are those who would say that such education is about breaking the cycle of deprivation," she said.

"It is all very well using the parents of children to help them to read but parents will not jump through the hoops for sake of it. If parents themselves have been let down by education then they will not see the point.

"If a mother is getting something out of it then she will hand on that enthusiasm to the child and help him or her to read. But this kind of educational provision takes money and time. The sky would be the limit, we could do so much if we had the same kind of resources devoted to further education."



Play activities for children with tutors

Maltese cross purposes

"I did not know. I was not told, I should have asked." The committee of inquiry's report on the broken deal between Libya and the Polytechnic of Central London begins with Winston Churchill's quote on the fall of Singapore.

But what was it that was happening and that, according to the report, the polytechnic's senior management failed to keep track of, leading up to the Libyan withdrawal from the project to teach 190 of their 16 to 18-year-olds English and science in Malta for two-and-a-half years, to qualify them for entry to British higher education and eventually to return as teachers in Libya?

PCL's International Services, headed by Dr Bill Moore, had provided short courses for Libyans since 1979. In 1982 they discussed running a symposium in London for the Libyans on Colonel Gaddafi's *Green Book*. That project was dropped, but the proposal for the school in Malta followed.

In December 1982 advertisements for staff to go to Malta were placed in national papers. Interviews were held in January and 15 staff were engaged on six-month contracts from February. The auditors' report says PCL's chairman of finance and general purposes committee agreed to the Malta project in March 1983 and the committee gave formal authorization in April.

According to the report the first students and staff arrived in Malta in February. The staff had been hired by Dr Moore. He had also agreed to organize the supply of equipment after the Libyans failed to do so as they were required in the contract. But there were too few textbooks, staff were inexperienced, timetabling was confused and done from London, and some equipment did not arrive until April 1984.

The college had at different times four different acting directors. The longest serving was Mr Tony Hockenhull, who was seconded from a post in PCL. Staff and students grew increasingly worried and dissatisfied, he says. They were most worried by the fact the Business and Technician Education Council had not visited the college and validated the two-year OND course the students began in September 1983.

A telex was sent to Malta in January 1984 which, says the inquiry, was ambiguous and "clearly and culpably capable of misinterpretation". It implied that approval to offer the OND had been given. When the students discovered this was not so in April 1984 they boycotted classes.

Ten days later WPC Yvonne Fletcher was murdered in London outside the Libyan Embassy. Attempts to appease the students and the Libyans broke down. The Libyans failed to pay their next instalment of fees to PCL. In June, Staff returned to Britain; some took legal advice on the early ending of their short-term contracts. Mr Hockenhull says he was just cold-bloodedly told by the polytechnic that he was redundant.

A series of telexes between Libya and London followed. Dr Michael Law, the polytechnic secretary, and Dr Ayad, acting as negotiator and interpreter, visited the Libyan People's representative in East Berlin in December. Dr Law, Dr Moore, Dr Ayad and PCL deputy rector Dr Peter Thompson visited Tripoli in April this year. The inquiry was set up and arrangements to separate PCL International Services from PCL as a separate company were made, with PCL loaning PCL's amount of the debt to the Libyans.

Dr Moore resigned as head of International Services to return to the post from which he was seconded: lecturer in mechanical engineering. Negotiations with the Libyans to rescue the contract are continuing.

Karen Gold

Race, blood and politics

Nazi racism resulted in some of the most notorious scientific crimes against humanity. Yet the development of eugenics before 1933, and its aims, ethos and organization during the Third Reich have received only limited historical attention. Eugenics - the science of "improved offspring" - permeated public health and medical science in the USA, USSR, Britain and Europe during the period. PAUL WEINDLING assesses how far it was an autonomous science rather than part of state-controlled Nazi ideology; instead of any necessary links with fascism or anti-Semitism, eugenics could be considered a technocratic and professional ideology of doctors, scientists and psychiatrists, offering biological solutions to social problems.

German eugenics dates from the 1890s, when the first treatise on "racial hygiene" by Alfred Ploetz linked advances in heredity to public health. Ploetz and his brother-in-law Ernst Rüdin founded a Racial Hygiene Society and a scientific journal. Anti-Semitism and Aryan racial ideology were absent from their public discussions. In the wake of the first world war, eugenics became part of the social policy of the Weimar Republic as offering the means to improve the conditions of a population devastated by war casualties, hunger, chronic and infectious diseases and a falling birth rate. German public health officials in 1919 feared extermination of the nation unless eugenic solutions were implemented.

During the 1920s geneticists and doctors advised on social policy. Eugenists could be Roman Catholic, Jewish and/or socialist. Democratic eugenics included voluntary health certificates before marriage, family allowances and education on the responsibility to future generations.

Eugenic research institutes were established. In 1922 the prestigious research empire of the Kaiser Wilhelm Gesellschaft annexed the Deutsche Forschungsanstalt für Psychiatrie, which had been founded in 1917. Its genealogical and demographic department under Rüdin studied the inheritance of psychiatric disorders. Mental illnesses were correlated with deformities like club foot or cleft palate, and with chronic diseases like diabetes. Research focused on the problem of inherited "psychopathy" as the root cause of antisocial behaviour.

In 1927 the Kaiser Wilhelm Institute of Anthropology, Human Heredity and Eugenics was opened in Berlin as a national eugenics institute. It was supported by the Prussian Ministry of Welfare which was controlled by the (Catholic) Centre Party. The director of the institute was the anthropologist and geneticist Eugen Fischer, also a Catholic.

Hermann Muckermann, an ex-Jesuit and expert on family welfare, headed the department of eugenics. Omar von Verschuer (a devout Protestant) directed the department of human heredity, and undertook twin studies of inherited diseases. Bavarian, Prussian and Saxon state authorities cooperated in the compilation of data banks on heredity, where medical, school and criminal records were correlated.

The emphasis on negative eugenics pre-dated the Third Reich. During the relatively prosperous mid-1920s, state authorities supported institutionalization of the mentally and physically degenerate. In the economic crisis of 1930 welfare funds were cut. Sterilization and legislation to force institutionalization was drafted in 1932. Geneticists like Richard Goldschmidt felt that allowing natural selection to work freely in society would reinvigorate the nation.

The Nazi takeover caused dissonance among eugenists as bids were made for support from a biologically conscious state. Despite Aryan racial propaganda, Nazi policies depended on the compliance of medically qualified eugenists, who pointed out scientific fallacies of Nazism like that of a pure German race.

The eugenic aim of eliminating the burden of the antisocial was a priority. Hamburg provides an example of public health and welfare policies lacking ideological commitment to racial theories, but where on economic and medical grounds sterilization, incarceration of the antisocial, and euthanasia were efficiently administered.

Rüdin gained prestige in 1933, when he replaced Fischer as chairman of the

German Racial Hygiene Society; he became president of the Neurological and Psychiatric Association in 1935. As a Swiss with US contacts, his support of sterilization legislation gave international recognition to racial health policies. Rüdin advocated sterilization as a compulsory measure administered by medical and legal tribunals. He trained psychiatric experts, and embarked on an ambitious programme of "empirical hereditary prognosis" to predict hereditary disease on the basis of family surveys.

Rüdin financed his research with grants from the Notgemeinschaft der Deutschen Wissenschaften (from 1935 the Deutsche Forschungsgemeinschaft), municipalities, foundations and philanthropic donations. Warburg bankers and the Rockefeller Foundation made donations until 1933. The major benefactor was James Loeb, an expatriate American-Jewish banker.

His patronage of editions of classical texts was matched by eugenic administration for classical ideals of a healthy physique. He financed a study of paralytic and syphilis among American Indians and blacks, and then criminological research. In 1933 he bequeathed a trust fund of \$150,000 from which grants were made until at least 1939. It was feared that Loeb money would cease after the Nuremberg racial laws in 1935, but this was not so.

The crisis for Rüdin came in 1939. There was opposition to sterilization from the churches, and it was clear that the doctors and the NSDAP had different aims when Party members were referred for sterilization. Secret euthanasia measures for mental patients and crippled children were planned under the auspices of the Führer's chancellor. Rüdin was not prepared to go so far and he found that his funds were being cut.

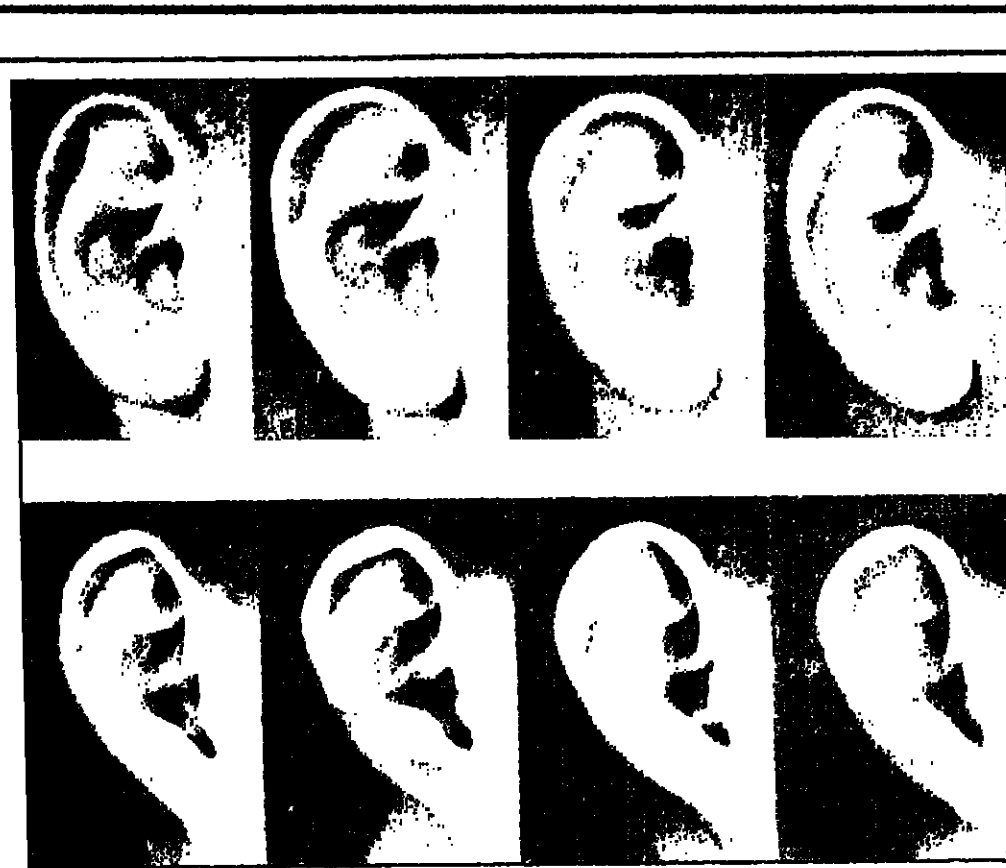
War meant that the Loeb money ceased. Rüdin applied for funds from the Ahnenerbe, a cultural and scientific organization of the SS, founded in 1935. Despite Himmler's enthusiasm for herbs and homeopathy, he had fostered research on hereditary and experimental medicine. A research programme was initiated in Dachau. Himmler ordered that universities be infiltrated by Ahnenerbe scientists.

The Ahnenerbe regarded Rüdin as not in sympathy with the SS, but wanted control of his institute. Rüdin offered to research on positive racial qualities like inherited genius and he made a Faustian pact with the Ahnenerbe. In November 1939 the Ahnenerbe agreed to pay DM30,000 and fund four assistants, who researched on the work-aholic, the antisocial, prostitution, the inheritance of criminality and homosexuality, the biological value of the illegitimate and on child adoption. One researched in Dachau.

Disputes flared up. Luxenburger, a Roman Catholic assistant, criticized Streicher's theory that if there had once been sexual intercourse with a Jew, then all progeny would be degenerate. The authorities prevented Rüdin from publishing this criticism.

The *Journal für Rassen und Gesellschaftsbiologie* was censored after an article on the degeneracy of illegitimate children offended the SS's Lebensborn breeding programme. The SS assistants accused Rüdin of contacts with Jewish psychiatrists like his student Kallmann, of taking Jewish funding and of a "Jewish" approach to science. The *Kurator* of Munich University, Wuest, an SS officer, encouraged the assistants to force Rüdin's resignation from the institute and from the Society of the Racial Hygiene.

Rüdin had, however, joined the NSDAP in 1937, and published in praise of the Führer's social policies.



Ears from several pairs of twins. This illustration is from a 1932 pamphlet *Eugenik*

A denazification tribunal in 1946 considered the evidence on Rüdin's motives. His Nazi eugenics were presented as a means of defending eugenics from the SS. His aims coincided with those of the Nazis regarding sterilization: yet legally compulsory sterilization was not classified as a Nazi crime, but as a legitimate medical measure. Moreover, Rüdin had drawn a line at euthanasia.

The Kaiser Wilhelm Institute for Anthropology, Eugenics and Human Heredity took an opposite course to the Psychiatric Institute. When Rüdin was at the height of his power from 1933-37, the Anthropological Institute was distrusted. Fischer was suspect because of his Roman Catholicism and involvement in Weimar eugenics. Muckermann was replaced. Although Fischer was elected as rector of the University of Berlin, beating the Nazi candidate, he compromised. His inaugural address praised national socialism for its biological priorities.

The Ministry of the Interior directed that Fischer should be watched by Nazi assistants. He gradually won the confidence of the authorities. His national anthropological survey of the total population accorded with official plans for centralized registration, and of reporting hereditary diseases and disabilities. He criticized the Jews as a threat to the German hereditary stock, and reversed his views on the benefits of racially mixed marriages.

Hereditary pathology and 'the final solution'

Fischer's successor as director of the Institute for Anthropology in 1942 was Verschuer. Although he had been in the *Freikorps* and *Kapp Putsch*, in 1933 Verschuer was distrusted because of connections with Fischer. He was moved to Frankfurt to open an institute for racial hygiene. Verschuer worked to fuse "hereditary pathology" with Nazism. With Fischer he organized courses on genetics for SS doctors. His writings became increasingly racist, but he joined the Nazi Party only in September 1941, when the "final solution" was to provide new opportunities for research.

Fischer continued to dictate research priorities and remained Verschuer's mentor. When in January 1943 Mengele, visiting the institute, described Stalingrad, Fischer advised unshakable faith in the Führer and army. Soon afterwards, in March, Verschuer applied for funds for research on "comparative hereditary pathology". The project included tuberculosis, pulmonary dust diseases, stillbirths, eye colour, twin research, hereditary surveys of the population and animal experiments.

The research programme on hereditary pathology determined the organization of the institute. There were departments for racial hygiene under the geneticist Fritz Lenz, for anthropology under Wolfgang Abel, for psychology under Kurt Gottschaldt, and for experimental hereditary

pathology under Hans Nachtshiem. Politically, there was no common position. Abel was in the SS. Although Lenz had praised the NSDAP in 1931 for including racial hygiene in its programme, he only joined the Party in 1937. Gottschaldt was not an NSDAP member and was suspected of having had liberal and socialist connections. Stroer was a Dutch embryologist. Nachtshiem, the geneticist researching on the effects of inherited diseases on internal organs in animals, was not in the NSDAP, whereas Karl Diehl, the tuberculosis researcher, was a member. On April 1, 1945, of six departmental heads, four were in the Party, as were four out of five assistants.

In contrast to the lack of political uniformity, there was a unity of scientific purpose and method. This can be illustrated by Mengele's researches and their connections to other institute projects on hereditary pathology. Mengele's Munich doctorate in anthropology involved research on racial variations of the lower jaw.

Verschuer enabled Mengele to complement the craniometrical approach with genetic and clinical investigations. Mengele was concerned that advances in the surgical treatment of cleft palates and hare lips would mean that if hereditary, their incidence would increase. He located 1,222 relatives of 17 patients from the surgical clinic. He discovered attenuated forms of jaw deformities, and he correlated these with heart disease and Down's syndrome. He was interested in international research on the genetics of inherited frequencies, and the German work on the aetiology of cleft lip and palate won international recognition. But certain of the correlations that he made, as with inherited feeble-mindedness, were results of the paradigm of hereditary pathology.

Mengele had joined the SA during 1934, the NSDAP in May 1937, and the SS in May 1938. From August 1940 he was on active service as a doctor in the Waffen SS. When appointed to the Racial and Settlement Office of the SS, he came to the Anthropological Institute in January 1943. He was in Auschwitz as camp doctor from May 30, 1943.

Mengele was influenced by Verschuer's twin research. Unrelated children presented themselves as twins in the hope of surviving. Nyiszli related how experiments on living twins were complemented by pathological comparisons of healthy and diseased organs in twins who were killed for simultaneous evaluation. Growth defects, reproductive biology, variations like eye colour, and marks of racial degeneration like glandular and anatomical anomalies were of interest.

Although the Reich research council records show that the "twin camp" research was no longer funded after November 17, 1944, the rest of the project was renewed. Fischer gave Verschuer moral support and research council officials regarded the programme as an urgent priority. The work was seen as of lasting value in contrast to the crumbling Reich.

Letters of Fischer and Verschuer suggest that material from the "twin camp" was used by the psychologist Gottschaldt. An assistant at the

Anthropological Institute used the gipsy eyes prepared by Mengele for research on eye colour anomalies. Verschuer wrote in January 1945 of research on protein from more than 200 racially mixed human blood samples. The albuminous plasma was prepared with the help of the Kaiser Wilhelm Institute for Biochemistry. Nachtshiem's animal experiments suggest that Mengele's research can be understood as a transfer of methods used on animals to "lower races" of gipsies, Jews and slaves.

After the war the Kaiser Wilhelm Institute for Anthropology was not disbanded by the allies. Nachtshiem, as acting director, hoped to continue the Anthropological Institute with Soviet support, but Verschuer attempted to transfer the institute to Frankfurt with the backing of the city administration. On January 3, 1947, Nachtshiem organized a eugenic conference at the central health office of the eastern zone, urging reintroduction of the 1932 sterilization proposals.

Rivalry between Nachtshiem and Verschuer resulted in public criticism of Verschuer's involvement with Auschwitz. Gottschaldt, who was appointed to a chair of psychology in East Berlin, denounced Verschuer's complicity with concentration camp experiments. Nachtshiem condemned Lenz and Verschuer as politically heavily compromised, but he stressed the priority of re-establishing human genetics.

He exonerated the use of concentration camp materials for research as no different to using specimens provided from hospitals. Verschuer was fined DM600 by a denazification tribunal. Fritz Lenz was appointed to a chair of human genetics at Göttingen in the British zone in 1946 and Verschuer to Münster in 1951. In 1947 US attitudes changed from antagonism, owing to Jewish criticisms of Nazi research, to support for human genetics, in reaction to the Soviet Lysenkoist attack on genetics.

Attitudes to sterilization (carried out in over 350,000 cases) and euthanasia (with an estimated 200,000 victims) differed. Rüdin advocated sterilization even for schizophrenia when he knew that there was only a 15 per cent chance of inheritance. Other eugenists could condemn such compulsory measures, but support euthanasia. When it came to denazification they could then present themselves as critics of compulsory sterilization.

Mengele showed how medical concerns with eradicating inherited diseases and racial persecution were combined. His motives need to be understood in the context of research into "hereditary pathology". But despite efforts at a *Gleichschaltung* of biological and hereditary medicine and psychiatry with Nazism, tensions and divergences persisted. Eugenists survived the transition from Weimar democracy to the Third Reich, and adapted to post-1945 conditions. The scientific community acted according to distinctive priorities ensuring both the support and survival of their intellectual realm.

The author is at the Wellcome Unit for the History of Medicine, Oxford University.

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مكتبة الأصل

Harold Silver

A day in the life of (mainly) small business

Just one day. I had left the cap off the oil and the car engine was a mess. Have it steam-cleaned, my friend told me. My local garage didn't do cleaning, and recommended a small firm five miles away. Once I had penetrated the switchboard, the girl was very helpful. Yes, we could do it, but the machine wasn't working properly. "We've been waiting several days for the engineer to come and put it right". But no, there was no guarantee it would be repaired today.

The AA, after much difficulty, suggested another firm, who didn't answer the phone. I laboriously discovered a third firm (I should have looked in the Yellow Pages in the first place), only a couple of miles away, would do it. Their instructions how to find them, however, proved misleading, and when I arrived, no one in the vicinity - neither the ice-cream van clientele nor the building I had been given as a landmark - had every heard of the firm.

In despair I asked the telephonist at a small firm to phone them, and they replied that they were next door. Only it was under a name different from the one in the Yellow Pages. But it turned out to be a small firm, very friendly, and once they had got the machine to work and surrounded the neighbourhood with black smoke, they cleaned up my engine. Hurrah.

Then there was travel agenting. Just one office. Small firm. Yes, there was a charter flight to Baltimore, from Gatwick. When I called back later she told me that he had got it wrong. From Gatwick, it was Boston. To Baltimore, it was from Staunton. Fly out Saturday, come back Saturday. I should have realized. Another phone call suggested it was fly out Saturday, return Friday.

So to another, local, travel agent, one main office, one branch. Still small. No, that charter was not British Caledonian, it was Jetset, and daily. Which, it later turned out, was nonsense. So it seemed more sensible to go Apex, at £389. With my engine now clean (but firing on three plugs, despite their precaution of a plastic bag against the hot water) I went in. Only now it was £406. The £389 price I had been given was for October, and I was going in August. Which was what I had announced at the outset.

In the meantime, my wife was discovering water all over the kitchen floor. Our local plumber would come this evening or tomorrow morning - early. At the time of writing it is late evening, so with a willing God - tomorrow morning. And please let it be early. I have a train to Birmingham at 10 am, and my wife is off in the car to London at the crack of dawn. I know about trains, because this afternoon I also phoned the small college in Birmingham, where tomorrow I am attending a small conference, to ask how to get there from the station. The paper I had received assumed that everyone was going by car. So I phoned, between 1-2 pm, of course, having waited for the cheaper rates. No answer. The telephonist, when I located her after 2 pm, was most helpful. As was my BR timetable.

The kitchen was still wet. Waiting, between 1-2 pm, also to phone the car dealer to ask if they had yet heard whether my synchromesh cones were still covered by warranty. I decided, on my wife's advice, not to bother. Quite a large garage really. After 2 pm this warranty clerk was most helpful - once he had found his boss. They were both sure, that the three-week-old claim

had not yet been answered by the manufacturer - quite large really, by world standards.

One day in the life. Fortunately, the nationalized postman delivered on time, and the denationalized (sorry, privatized) phone was working. Some one, somewhere, somehow, was making a profit. Surprising. While I was paying for the engine steam-clean, the boss told me (at some length, while cadging cigarettes from those of his unfortunate employees who happened into the office) about the three pains in his life - the public, employees and machines. And about the Jaguar he had coveted, and in which he had three fires (only two of which could be attributed to the Jaguar). So had bought a Porsche instead.

My Guardian was securely on sale today, after an "interruption of six days". I had written two whole pages of explanation for county hall, and a one-night stay in Brussels two weeks ago, visiting the EEC on behalf of the college (and someone else had paid the fare). Today county hall inquired why I had visited the EEC in Brussels two weeks ago on behalf of the college.

So, says the Prime Minister, we should all do like the Americans (or was it the Japanese, or both?) and set up a small firm of small businesses. No doubt to keep the unemployed busily going bankrupt (as the figures seem to show) on their golden, or, at least, or transparent, handshakes. Instead of cluttering up street corners or the diminishing Jobcentres. And to give the Government an opportunity to use a large business called the Manpower Services Commission to advise on how to set up small businesses. The hilarity is not in the inefficiency or the disasters. It is in the politics. Government, of course, grows more and more central by the hour. The prime ministerial and secretary of state for educational tones of voice remind me increasingly of Edwin Chadwick, who, it was said, would have liked the English to be washed daily, all over, by decree. His contemporary mimics would like to create market conditions which would compel us to be rubbed all over, regularly, with entrepreneurial ointment.

My friendly, steam-cleaning firm did not even have a sign to suggest their Yellow Paged name. No one really apologized for confusing Boston and Baltimore, Gatwick and Stansted. No one was surprised that I had not been told how to get to the conference by means other than car. We all, of course, have our repertoire of tales of inefficiency in firms large and small, national and private. And this evening my wife, trying to sort out the photocopies supplied by the Public Record Office, finds they have not provided them in order - at 26p a page!

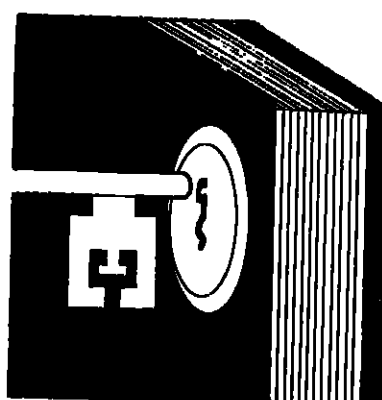
Is there, somewhere beyond my comprehension of economics and Margaret Thatcher, a certain kind of business practice that points towards all our futures? I have spent all my adult life assuming that some sort of planning was the safeguard of a better future. If the future lies in the market as I met it today, God help us all.

Postscript, next day. The fourth plug works. The plumber did his morning job. I was four hours late for my conference. And the train back from Birmingham was delayed 45 minutes. And I may yet arrive at the correct transatlantic destination.

The long life of the Strange Death

Peter Stansky on the continued relevance of George Dangerfield's *The Strange Death of Liberal England*

King Edward: death marked the end of an era



In 1935 in New York the publishing house of Harrison, Smith and Robert Haas published George Dangerfield's *The Strange Death of Liberal England*. Now, 50 years later, the book is as vital, if not more so, then when it was first published. It was quite appropriate that the book, and its author, were celebrated last spring at a meeting of the Pacific coast conference on British studies at San Luis Obispo in California, quite close to Santa Barbara where Dangerfield lives overlooking the Pacific. Even nicer, perhaps, is that in this year we shall see Hailey's comet again, which Dangerfield remembers having seen as a child, and being told that it would not appear again in his lifetime. The comet appears on the first page of the book (heralding the dazzling prose to come), observed by the Prime Minister, Herbert Henry Asquith, from the deck of the Admiralty yacht *Enchantress*, "to blaze forth the death of a king".

The Strange Death of Liberal England has had, eventually, a strong impact upon the historical profession, as well as something of an odd history. The original publisher quite soon went out of business and the book was not kept in print in America. It was published a year later in England for the first time by Constable, but in a slightly truncated form without the important epilogue on Rupert Brooke. Over the next 26 years it was a book known only, I believe, by a few, recommended by word of mouth and not, on the whole, given much attention by the historical profession or the reading public.

The author himself did not remain at all obscure. When the book was published Dangerfield was the literary editor of *Vanity Fair* in New York. After having been educated at Hertford College, Oxford, where he was a contemporary of Evelyn Waugh's, he had, several years later in 1930, come to America and by the middle of the decade was an active literary figure, reviewing extensively in various American publications.

He had already published a study of the Indian navy in 1933 and in 1941 he wrote on the education of Edward VII: *Victoria's Heir*. After the second world war, he established a considerable reputation as an American historian, particularly of the early 19th century. *The Era of Good Feelings* won the Bancroft and Pulitzer prizes in 1953. *Chancellor Robert R. Livingston* followed in 1960 and *The Awakening of American Nationalism: 1815-1928* in 1965. Then in 1976 he returned to his earlier interest in the brilliant *The Anglo-Irish Question: A Study of Anglo-Irish Relations*.

But for historians of Britain, the "canonical" work is *The Strange Death of Liberal England*. As I have suggested, it was more or less ignored by the historical profession when it was first published, being taken rather snobbishly as a volume of popular history. True, it was reviewed favourably by the young historian Stanley Pargella, but in the middlebrow *Saturday Review*, "J. E. T." gave a favourable but dull review of the English edition in the September 1937 issue of *History*, with no acknowledgement, pro or con, of the brilliance of the writing, though he did list its readers as the central theme of the book. "It is not death which gave Imperial England such a disturbing appearance in the spring and summer of 1914. It was,

on the contrary, a new and an exuberant life."

But as far as I can discover, there was no review in the *American Historical Review*, the *English Historical Review*, or other scholarly journals of the time. There was, however, an interesting review in *The New Republic* by H. N. Brailsford. He pointed out something of the central paradox of the book that the study both affirms and denies. "To Mr. Dangerfield's principal argument one might reply that English liberalism has not perished. As an attitude to life, based on an ethical and rationalist view of society, it survives in the main body of the Labour Party, in the non-conformist churches, and even in a wing of the Tory Party. It is still, with its mingled shrewdness and self-deception, the typical English way of thinking. What did die in its hour of seeming triumph was the Liberal Party." With some modifications, a similar statement could be made today. At the same time - and this to my mind demonstrates the great power of the book - the collapse of consensus and the rise of violence that Dangerfield wrote about for the period 1910-1914 has also been a continual theme in the British past, frequently underplayed. One might say this has never been more true than at this very moment.

In the 1950s, I read a tattered copy of the original edition, to be found in the stacks of Harvard's Widener Library. My own paperback edition, the first, in 1961 is now in a similar state. Thomas Wallace, the prominent American publisher, then a young editor at Capricorn, a division of Putnam's, had the idea - I claim probably incorrectly at my suggestion, at the least he did consult me about it - to bring the book into print after so many years of neglect.

It is now in its 19th Capricorn edition, it was published in its original American form in England in 1966 and is available with a preface by Paul Thompson, in a Granada paperback, which has also been issued - making a present two editions available in America - by the publishers Academy Chicago. I think that it is fair to say that there can be very few students in either country of 20th century England who have not read the book. While no doubt hundreds of academic monographs have been forgotten, *The Strange Death* continues as a major influence on how the period is viewed, and scholars and teachers spend considerable energy in coming to terms with the picture of England, in all its richness and complexity, presented in the book.

Historians of the greatest distinction, acknowledging its qualities, have

taken great pains to point out the errors of the work. Of course, nothing could more vividly attest to its vitality. And the interpretation will not die; no matter how often it may be knocked on the head, it has shaped the way the period is viewed. With its extraordinary literary and witty prose, its power of description and analysis, even if not presented in a traditional scholarly way, it is a study that will always have to be taken into account. There can be few works that are so vital after 50 years, as likely to survive for another 50 or as enjoyable to read.

What is the argument made in the book? It deals, with wonderful insight and imagination, considering that it was based just on published sources, as well as "private information," as cited in the bibliography, on the four great rebellions of the period 1910-1914 in England, two more or less on the right, two more or less on the left. They were the attempt of the House of Lords to preserve their powers against the Liberal Party and the determination of the Tories to preserve Northern Ireland as part of Britain; the vast increase in the number of industrial strikes and the militant efforts of the suffragettes to obtain the vote. It would appear that in these various campaigns, the Liberal Party had, on the whole, prevailed, but "the dog it was that died".

On the one hand, Dangerfield has a certain nostalgia for this world, in which he was born. He writes, in the very last lines of the book, when looking back from the vista of Rupert Brooke's grave "all the violence of the pre-war world has vanished, and in its place there glow, year in and year out, the diminishing vistas of that other England where the Grantham church clock stood at ten to three, where there was Beauty and Certainty and Quiet, and where nothing was real. Today we know it for what it was; but there are moments, very human moments, when we could almost find it in our hearts to envy those who saw it, and who never lived to see the new world."

At the same time Dangerfield deeply admires - while treating them with witty irony - the vitality of the new movements, their very commitment to violence was a sign of strength over against the pieties of Liberal England. The escalation of violence until it became a sign of strength over against the pieties of Liberal England. The campaign had its attractions until it was overwhelmed by the greatest violence of them all, the coming of the first world war. Dangerfield towards the conclusion of his book gives that splendid quotation from Churchill about the afternoon of July 24, 1914: "The parishes of Tyrone and Fermanagh faded back into the mists and squalls of Ireland, and a strange light began immediately, but by perceptible gradations, to fall and grow upon the map of Europe."

Dangerfield raises, but does not solve, as the war prevented the issue being joined, the question of whether there would have been civil war. One suspects not, but one should not underestimate the possibilities of violence of the English; "the grave matters" were not "put to the test". As one of the most important books about the English past, as an example that history can be abiding literature, *The Strange Death of Liberal England* goes rollicking into its second half-century.

The author is professor of history at Stanford University, California.

Trevor Coombs on the dual function of art galleries: education and art

Writing in the magazine *Art Monthly* in 1982, critic Lawrence Alloway defined the gallery's function as the transmission of "information". In the 1970s, conceptual art - an art of pure information - had radically revised the gallery context, making it, in effect, directly constitutive of the meaning of art. Why is it then, in the present, depressed decade, that the methods made available by conceptual art have failed to be assimilated by the so-called progressive galleries?

Alloway analysed the situation in socio-economic terms, pointing to economist Kenneth Boulding's distinction between the "replacement function" which is necessary to restore an existing knowledge and capital structure and a "developmental function" which organizes the structures of knowledge in general into new forms.

He goes on to conclude that "art galleries are central to the structure of knowledge about art" - but they seem increasingly responsive to new factors. Despite modifications in the art world that reflect social change, they have cultivated replacement practices at the expense of developmental change.

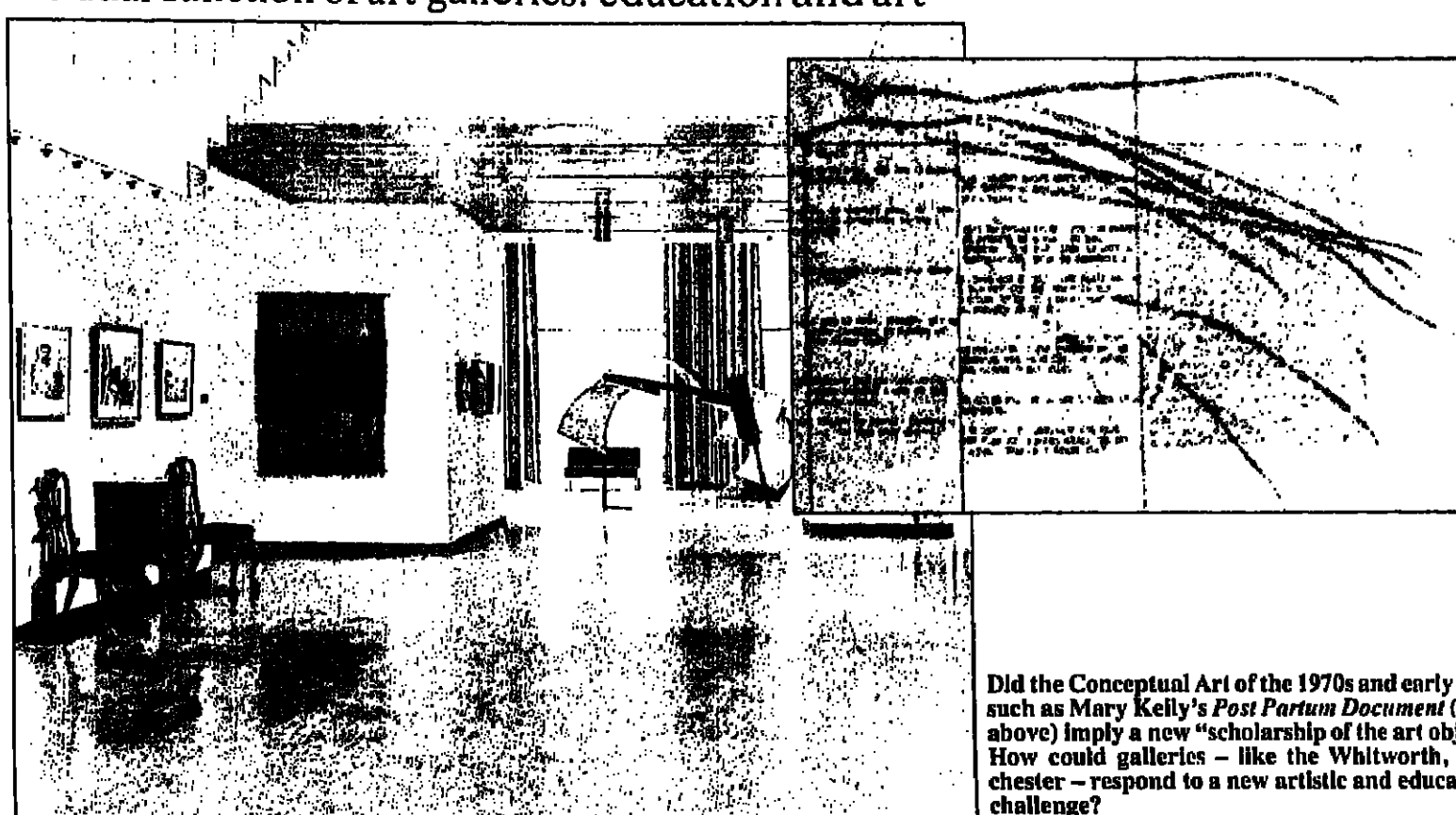
It may be too simplistic to blame the economic context in which galleries are operating for the proliferation of "replacement practices", but the signs are that this is at least a major influence. Recent monetarist policies are, after all, forcing commercialism on both independent and municipal galleries, in an attempt to enforce the wholly inadequate abstract notion of value for money. Statistics are becoming one of the most far-reaching replacement practices. All major galleries keep them, but I despair at the widespread assumption that "good" statistics equal success.

Replacement practices proliferate in other areas. The idea that a gallery's role is to "get pictures into people's homes" is not uncommon; nor is the attitude that promotes a gallery as the icing on the cake of a well-balanced, liberal-thinking municipality. But by far the most disorienting is the general all-round acceptance that a gallery functions within tourism.

Marcia Pointon, writing in *The Times* last October 26, is guilty of this when she says: "Britain's tourist industry and its status as the centre of the world art market are the two pillars of the standards of scholarship that are independently developed and safeguarded within the institutions of higher education which present Government policies are destroying."

Admittedly, she is here discussing the teaching of art history, but it is in her curious linking of standards of scholarship with the tourist industry that somehow misses the point. And so does Julian Spaulding's comment, made at the recent Association of Art Historians conference, that "temporary exhibitions were primarily of scholarly importance, presenting the latest research in catalogues".

What both these arguments fail to



Did the Conceptual Art of the 1970s and early 1980s such as Mary Kelly's *Post Partum Document* (detail above) imply a new "scholarship of the art object"? How could galleries - like the Whitworth, Manchester - respond to a new artistic and educational challenge?

Lectures at an exhibition...

recognize is that much of today's work, given the right methods of presentation, can be directly constitutive of the knowledge of art. Why, after all, should scholarship be restricted to catalogues or books? Why shouldn't it take place on the walls?

Forms of art and methods of presentation mutually define each other. If galleries fail to respond in this relationship they hinder what I would call "the scholarship of the art-object". A gallery functions as a very real contributor to, and constructor of, culture, and it is through an understanding of culture that a gallery should operate. Whether it does this accidentally, through presenting the best and most important work on a continuous basis, or consciously, through the promotion of an active education policy, is debatable. What is apparent, though, is the fact that an exhibition (with its headaches of organization and the practicalities of getting works on to walls) always takes precedence.

Educational events are usually afterthoughts, necessary, but secondary elements of a well-balanced programme (or, at worst, more icing on the cake). Most galleries have some kind of educational policy, albeit an often

patronizing one, centring around the assumption that so much of today's work is so difficult for the average person to understand that a gallery has an obligation to enlighten - or even to provide explanations.

While this at least has its heart in the right place, many educational events mounted by galleries are inadequate or arranged for the tapping of different funding sources. Education is, even in these monetarist times, implicitly more "saleable" to the bureaucrats (not to mention the private sponsorship we are all supposed to be vying for) than the fine arts could ever be. But surely we have a value system operating here?

If the production of art, and more importantly its presentation, is going to be truly constitutive of the knowledge of art - by bringing out the scholarship of the art-object - then this value system has to be confronted. This requires a fundamental shift, in thinking and emphasis, away from the notion of a gallery as a passive reflector of artistic achievements, towards the concept of the gallery as a cultural producer itself, which is by no means easy.

Such a move demands first and foremost a combating of the powerful

hegemony of the art object. And this is where a sensitively defined educational policy - one that will put over at least the same amount of time, energy and resources as any programme of exhibiting organizing commands - comes in. This may be asking a lot, but by far the most important implication is a basic review of thinking, approach and methods employed at present.

Even today, whether it is through ease of organization, or merely lack of confidence in tackling the "new" galleries and museums of art are reluctant to give over space in their programmes to investigating a particular issue or method.

Many shows do set out to be didactic. What this normally implies is the presentation of extraneous information, usually printed texts, alongside the actual work of art, a temporary threat to its privileged status. Statements, explanatory notes and historical references are all well and good in providing information about the work on show, but they remain exactly what they are, explanations of work in a more readily readable language. In many respects, the other complement of educational back-up events (talks, lectures, workshops) fall prey to the same problem; they fail to bring out

the essence of what I am talking about - the scholarship of the art work.

We have to introduce people to the language of art; there is no other option. Only through an understanding of how a work of a particular period utilizes the language available - or rather operates within the linguistic limitations of the given period - that real information on its production as a cultural artefact becomes accessible. The same applies to "theme shows"; there has to be a clearly discernible linguistic connection between selected works, not merely (as is often the case) similarity of content or on morphological grounds.

It is not enough just to put pictures on a wall. It is only through the full realization of a gallery's educational potential that justice can be done in furthering current knowledge of art and disseminating that knowledge. If the coordinators of galleries fail to recognize this, then they are likely to stay hopelessly trapped within prevailing - repressive and ideological - notions of what their function is.

The author is assistant at the Bluecoat Gallery, Liverpool. He is a practising artist and a member of the Liverpool Artists' Workshop.

Double markers galore

Where would we be without exams, asks John Daniel

"Examinations are formidable even to the best prepared, for the greatest fool may ask more than the wisest man can answer." Discuss.

I'm not sure that we are the greatest fools or our students are the wisest men (or women) but between us we certainly manage to concoct a yearly ritual of staggering formidableness. I suppose it all begins with our exam questions which cannot be ordinary questions such as would be asked in a seminar but are required by the grandeur of the occasion to be pompous beyond recognition.

They usually end up rolling about on the page wrapped up in other people's quotations like Colonel Blimp in the Turkish towel. Or they hee-haw and squall back and forth through thickets of rhetoric as if the real test were not to answer the question but to discover exactly what it means.

Students inevitably ignore all these fine points and round off their essays with a jolting plane that disposes of all the delicate nuances carefully built into the questions. The double-markers present themselves with an immediate dilemma: should they accept this new, collective version of the question since 95 per cent of the candidates have answered it this way? Or should they stick out for the original version, nuances and all, and give 95 per cent an F?

Unfortunately these decisions are

never made in advance but only when it becomes apparent that one double-marker has gone in one direction while the other has gone off in the other. The facts would be disturbing if anyone ever got to know about them. Out of 40 candidates taking two three-hour papers with three questions per paper, we are unable to hit the jackpot precisely on any one candidate.

So we begin by reeking our notes to one another and arguing about what was left out of the answer. But the horse-trading inevitably starts. There's even an odd feeling of justice in awarding a C when one of us has given a C minus and the other a C plus, as though truth always lies between two extremes. But some of our divergences are whacky by any standards: D plus against B minus. We take them home and read them again and discover the hic: the misspelling of an author's name, the one sentence that broke through the fog so brilliantly we forgot everything else and marked it up in excessive gratitude.

And then there is the handwriting. Ah, the handwriting! The script that creeps along with the tails of all its ps elled into the common herd and all its ts bent down to the level of ca so the whole procession seems like a chain of diminutive elephants. Wasn't there an American survey which showed that teachers responded to handwriting more than they did to content? That

the same article penned in a mature hand invariably received a higher grade than it did in a teenager's scrawl?

We try to overcome our prejudices but the names are there at the top of each page. Michael, who came to two seminars last October, clearly hasn't read the work he's pontificating about. Janice, on the other hand, came to every seminar and although she's misread the question... We are not giving degrees for attendance of course, nor for effort. Nor are we assessing Michael's mind, which may be first-class although he hasn't done a stroke of work.

But is it so unfair to take this extra-examinational account of the students? If the exam counts for 70 per cent, is it so unfair to tip the scales a little when the average student's course-work has been more impressive (and typed) while this scribble in front of us looks as if it was written standing up against the wall before the exam started? What kind of system is it that awards more status and prestige to inferior work? Why should we give 70 per cent to a warmed-up version of an essay which only received 30 per cent when it was freshly served?

We battle on with our prejudices. Reading 240 essays in a week - "a light load" - means that after two hours every essay begins to swim in every other. A good exam paper is obviously one in which the spread of student

answers is evenly distributed.

This year there are two questions which the candidates spot like dead donkeys from their culture-like heights. Down they come, leaving the other questions isolated in the wilderness. By the time we have read 10 consecutive versions of the same answer we have the impression they are all identical, as in many ways they are. In desperation we switch to the vertical as opposed to the horizontal marking system, reading all the Section A questions in each paper, then the Section B questions and so on.

This has the advantage of getting past a boring student more quickly but it produces even wilder swings in the total assessment. The same student is likely to score an A, a C and an F plus on his three essays. But we are marking answers, not people, we remind ourselves. "Send it to the external. Make him earn his money." We slide the crazier disagreements into a large brown envelope.

There are some good scripts in which students have successfully reconciled the knowledge they bring into the examination room with the questions they find waiting for them there. But they are comparatively rare. The grammatical errors and spelling mistakes are merely the outer edges of the devastation which lecturers unanimously bemoan or make fun of.

But collecting howlers from scripts is rather like rejoicing over firsts - a

pathetic compensation for a system which generates both under equally artificial conditions. "It's mainly journalists who get firsts," F. R. Leavis is reported to have said, and there is some truth in that. The particular range of qualities being tested: an ability to write quickly and at length without correction, the swift recall of evidence and a perky style which will keep an examiner awake are all attributes of the journalist rather than the academic.

The exam boards meet and haggle over their decimal points. All our troubled divergences suddenly begin to converge like a swarm of bees. As the various scores are totted up, it transpires that the majority of students are 2.2 criss-crossing the boundary into 2.1 and back again. The exam results are in line with the national average; they prove what we always suspected and justice is seen to be done.

By five o'clock that evening the little white lists with the typed names are pinned up in the glass cases, to prove that the system has survived intact for another academic year, and we can join in the excitement and relief that constitute one of the chief rituals of our community. Formidable? Well, yes, but fun too. And where would we all be without them?

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BOOKS

A picture of life on the poverty line

by Eric J. Evans

Annals of the Labouring Poor: social change and agrarian England 1660-1900
by K. D. M. Snell
Cambridge University Press, £30.00
ISBN 0 521 24548 6

Our knowledge of the social structure of rural England has been immeasurably increased in the last two decades. Its increase has resulted in the retreat of the revisionist economic historians whose interpretation of rural change was the dominant one in the mid-1960s. It was then generally accepted that the parliamentary enclosure movement had been massively over-written by warm-hearted but sentimental social historians such as the Hammonds and E. C. K. Gonner. Enclosure, we were told, was but a minor hiccup disturbing the long, slow story of the decline of the small landowner and peasant proprietor. It frequently offered new opportunities for the hard-pressed labourer - a conclusion which seemed to be supported by evidence of labour shortages during the period of the French wars at the end of the 18th century.

Even then, however, uneasy reflections remained. The then new orthodoxy ran counter to informed and sophisticated contemporary opinion. One did not need to be a William Cobbett to notice the massive deterioration of living standards and self-respect of southern rural labourers. Arthur Young, high priest of agricultural improvement, believed that enclosure had unnecessarily damaged the labourer. This theme was taken up and enlarged by Edward Thompson and many of his students during the 1970s when the importance of custom and community was stressed. Thompson found no difficulty in demonstrating a massive discontinuity during the 18th century as customary norms and values were successfully challenged by sharper definitions of property rights and the arbitrary adjudication of market forces. As is usual with unlicensed competition, the weak went to the wall. The scale of rural protest between 1700 and 1850, in food riots, rick burning, threatening letters to those in authority and the like, cannot be understood outside the context of desperate defence of entrenched community values.

Now, thanks to Dr Snell's splendid study, we can subject the "continuity thesis" to yet more rigorous scrutiny. The Thompsonians have revolutionized our perceptions of 18th-century society yet, deeply researched though much of their work is, it is (in the best sense) impressionistic. Dr Snell represents the concerns and the methodology of the Cambridge Group for Population and Social Structure. The book possesses strong quantitative support, yet it never risks losing its



Rick-burning at a Kent farm, around 1830

readership by arid number-crunching. It also aims to link quantitative work with contemporary opinion to provide an insight, as Snell has it, into how "economic and structural changes influenced social attitudes". The prospect is ambitious but, for the most part, triumphantly achieved.

The research base of this project is the voluminous records of parochial settlements under the old Poor Law. Examinations of applicants for relief contain huge diverse quantities of information about wages, unemployment, family status, apprenticeship, job security and literacy. They had not previously been given systematic study, no doubt, because of their enormous bulk and apparent intractability. Now, aided by new quantitative aids and techniques, Dr Snell has made sense of them and all economic and social historians will be in his debt for having done so. We have a more vivid and detailed picture of life at and around the poverty line - which is where nearly all southern labourers at the time lived - than ever before. Dr Snell's bibliography reveals work on settlement documentation from 28 southern and midland counties, reaching up to Shropshire and Leicestershire. Within these counties, according to my own computation, the records of no fewer than 5,113 settlement units have been analysed.

The results of such labours amply repay the effort. Whereas this could have been another study of rural living standards at a time of crisis, Dr Snell turns it into something much more ambitious and imaginative. He casts important new light on the family as a socioeconomic unit, on apprenticeship

and on the plight of women as wage earners. It is one of the book's great strengths that it provides secure evidential underpinning for so many new areas of concern to social historians. Snell shows, for example, that females were apprenticed in the early 18th century to a wide range of trades, including such apparently unlikely ones as blacksmith, butcher, barber and shipwright. Later in the century, female apprenticeship declined markedly and, where it survived, it concentrated on recognizably modern female occupations such as sempstress and milliner. Growing population, which created a labour glut, undoubtedly contributed to the marked sexual segregation of labour and reduced job opportunities for women. Such reductions were particularly noticeable in heavily capitalized trades which tended to move away from domestic or family production during the 18th century. It may well be that Wrigley and Schofield's famous revelation that the mean age of marriage for women dropped from 27 to 24 between about 1680 and 1820, while the proportion of women not marrying at all dropped from 25 per cent to 6 per cent, is partially explained by the lack of gainful alternatives to early marriage.

Rural poverty undoubtedly affected family structure. Since only about 30 per cent of workers gained a "settlement" (and consequent right to poor relief) for themselves in the early 19th century as against almost 90 per cent in the early 18th, the incentive to mobility in search of employment was greatly reduced. In the south and east, yearly hiring of farm servants almost

disappeared; labourers were increasingly hired by the day or for specific tasks, with no prospect of gaining a settlement. Eighteenth-century farm servants had opportunities to save and thus begin marriage with some form of security. Nineteenth-century labourers married earlier and with little behind them. Widespread rural unemployment was frequently cited as a cause of early marriage and subsequent increased dependence on Poor Law assistance when larger families could not be fed. Snell contends that a rapidly growing, yet increasingly immobile, population in the south and east led to growing community consciousness and increasing alienation from men of property. "Conditions were now conducive to a festering of long-term resentments, for class bitterness to animate the unionism of the 1870s." This is perhaps plausible but the argument is not followed up and it requires testing against the fact that population pressure had eased by the 1870s and against the notorious evanescence of agricultural unionism.

The book's longest chapter provides an extended exposition of the evil consequences of parliamentary enclosure. The temporary increases in demand for labour in hedging and ditching and the more permanent ones resulting from changes in land use, upon which J. D. Chambers relied, are shown here to be of relatively little account. Stress is placed upon the severe economic privations resulting from loss of common rights and, even more important, upon the consequent increases in seasonal unemployment. Enclosure also "accelerated changes in the sexual division of

labour, leaving women more precariously positioned on the labour market". Enclosure also induced substantial out-migration. Dr Snell might perhaps have been rather more cautious to sustain the contrast between the experiences of enclosed and non-enclosed or earlier-enclosed parishes but his overall treatment is convincing. Enclosure was indeed a major discontinuity with malign consequences for the rural underprivileged.

Snell's work represents both a weighty and an impressive addition to the literature. It will become required reading for all students of British rural society. It also whets the appetite for a promised complementary volume treating northern England. In this, the author, with commendable prospective even-handedness, promises more optimistic general conclusions. Only three reservations to this book suggest themselves and none significantly reduce my admiration for its general contribution. The first is methodological. Since so much research rests on settlement examinations, it seems to me that Snell could have made more of the change in Poor Law practice after 1795, when only those likely to become immediately chargeable could be removed from their parish of residence if not settled. Thus, Poor Law overseers and other localised discretion over whom they might exercise the kind of evidence which efficiency and competence of the officials (upon which much adverse comment was passed in the 1834 Poor Law Report) to a larger extent than Snell allows. Secondly, though readers are promised that the book examines social change between 1660 and 1900, they should be warned that its centre of gravity lies firmly in the period 1750 to 1850. The overall argument justifies such a concentration but it cannot be said that the book attempts a thorough study of two centuries and a half.

The third reservation concerns the status of the work. Though appearing in book form, it is more properly a series of connected chapters. These compel study more for themselves than as part of an integrated and coherent whole. The overall theme of immiseration is clear enough but the book proceeds rather by fits and starts. The final chapter on Thomas Hardy and Dorset is interesting in itself but sits oddly in the context of what has gone before, even allowing for the fact that the author is anxious to link quantitative and "literary" approaches. Since few readers would have been likely to read the book from cover to cover anyway, this reservation may have little significance. What is on offer provides a feast for the mind and will substantially alter many perspectives on the development of modern rural society.

Dr Evans is reader in history at the University of Lancaster.

BOOKS

Blacks and change

Race, Reform and Rebellion: the Second Reconstruction in black America 1945-1982
by Manning Marable
Macmillan, £12.00 and £5.95
ISBN 0 333 32010 and 32011 5
Blacks and Whites: narrowing the gap?
by Reynolds Farley
Harvard University Press, £17.25
ISBN 0 674 07631 1
Social Change in the United States 1945-1983
by William Issel
Macmillan, £15.00 and £5.95
ISBN 0 333 36737 5 and 36738 3

Few subjects provoke as much debate and controversy as how American society has adapted and continues to adapt to rapid social and economic change. As soon as one crisis passes another seems to emerge, thus giving non-Americans the impression of constant social upheaval. Measured in terms of regime-threatening political movements, the reality is very different. Almost no country displays a greater stability. Given the extraordinary ethnic, linguistic, religious and economic mix of modern America, a remarkable capacity for adaptation to change is the most notable characteristic of the system.

If there is an exception to this general feature it is with respect to black Americans. For although truly revolutionary protest has been rare in American history, blacks remain badly disadvantaged and politically alienated not only in relation to whites but also to most other ethnic minorities. According to Manning Marable in *Race, Reform and Rebellion*, the relative failure of black rebellion can be attributed to a mixture of repression, weak leadership and the "buying off" of black elites with material benefits.

Marable continues that during the Second Reconstruction (1945-1982) real advances, especially in the legal status of blacks, were made. True equality will come only with the "Third Reconstruction", however, "which seeks the empowerment of the labouring classes, national minorities, and all of the oppressed. The 'freedom' of capital must be restricted for the common good." As a history of the civil rights and black power movements Marable's work is badly flawed. Like most contemporary Marxists, he is strong on emotion and polemic but weak on fact and theory. We learn little, for example, from the selective listing of racist incidents in the late 1970s and early 1980s which is presented as proof of a new repression. More systematic evidence is needed to support this conclusion.

But the book should be read less as a history and more as an example of American radical thought. It is an angry polemic from a committed activist. As such it is a graphic representation of the frustration and bitterness which many black Americans feel about white America in general and the Reagan administration in particular. Students of the United States could do worse than read Marable's *cri de coeur* alongside Reynolds Farley's clinical analysis of the social and economic progress of black Americans over the last 20 years. *Blacks and Whites: narrowing the gap?* is the most thorough attempt thus far to measure black/white income, educational, employment and class differentials. The author concludes that, on balance, progress has been made, especially in education and the occupations and earnings of employed workers. Enrolment of blacks in secondary schools is now almost identical to whites up to the age of 17, and although fewer blacks go to college than whites the gap is closing quite rapidly. In 1959 black males earned only 61 per cent of white earnings. By 1979 they earned 74 per cent as much. Among employed women, the gap has all but closed.

These figures contrast starkly with continuing school and residential segregation, especially in the North; and with aggregate measures of family incomes. In 1959 black families' median income was 52 per cent of that of whites. By 1970 this had increased to 64 per cent only to fall back again to 55

per cent in 1982. One further, and deeply distressing statistic largely accounts for the recent deterioration: of black families headed by a single woman increased from 24 per cent to 41 per cent. It is among such families that low incomes and poverty are highest. Given the American housing markets, welfare arrangements and the changing pattern of job opportunities, it is not at all surprising both that many of them live in substandard ghettos, where opportunities of all kinds are low. The real gap, therefore, is not (as Marable asserts) between black elites and a deprived mass, but between employed blacks and single-parent families.

Farley is strangely unmoved by this dichotomy and seems unaware of the direct responsibility which the federal government must partly bear (especially via the welfare laws) for the break-up of black families. Most serious is the simple fact that single-parent families are politically weak and often ignored. Marable too is insensitive to this development, diverted as he is by his wholly inaccurate belief that the American "masses" are disadvantaged and repressed and poised in the not too distant future for protest and rebellion.

In spite of these problems, both Farley and Marable have written important books. William Issel's *Social Change in the United States 1945-1983* is in a different category. Written as an undergraduate text in the Macmillan series *The Contemporary United States*, the author provides the reader

with a quick romp through the major social issues - labour, business, work, suburbs, cities, race and so on. Given the length of the book the treatment of such of these must be cursory, although the volume is strengthened by extensive references and an excellent bibliography. Unfortunately the factual presentation is not always accurate. When itemizing the major legislation in the urban renewal areas, for example, the author omits reference to what is possibly the most important law, the 1954 Act.

Nevertheless, Issel's book is moderately priced and will be of use to American studies and sociology students. His position on race and ethnicity is virtually indistinguishable from that of Marable. Although not surprising - Issel is the general editor of the series which also includes the Marable volume - the essentially political nature of these chapters hardly adds to the strength of the book. Enough statistical and documentary evidence exists to make a formidable case for further civil rights and social policy reform in the United States. Oversimplifying what are highly complex issues could serve to undermine the very cause which Issel and Marable are so eager to advance. They have a lot to learn from Farley's objectivity and also, incidentally, from social surveys which neither author seems or wants to know provide slightly different evidence on black perceptions of American society in the 1980s.

David McKay

Dr McKay is senior lecturer in government at the University of Essex.

A free press

The Press and Apartheid: repression and propaganda in South Africa
by William A. Hachten and C. Anthony Giffard
Macmillan, £25.00
ISBN 0 333 38435 0

The day I finished reading this book was, by a coincidence, the same day that the best known of the liberal "opposition" newspapers in South Africa, the *Rand Daily Mail*, ceased publication after 83 years.

The problems of the press in South Africa reflect the contradictions at the heart of the political system. The latter is at one and the same time an authoritarian racial oligarchy and a (racially limited) liberal democracy. Liberal democracy presupposes a free press; the authoritarian state a controlled press. The South African government, reflecting this contradiction, claims to want a press that is both free and conformist which is, of course, an incompatible combination. The English language liberal press is in an impossible position being attacked by both the right, for promoting instability (reporting on the iniquities of the apartheid system), and the left, for being a part of the white capitalist establishment which, by providing a legitimizing cover for the system, At the present time the threats to press freedom from the right are greater than those from the left simply because the right holds the political power.

In South Africa the role of the press is especially important as the government already directly controls the electronic media of television and radio. That the autonomy of the press is becoming increasingly restricted is made abundantly apparent in this important and impressive book. Through coercive laws, physical harassment (especially of black journalists) and by simply making information difficult to obtain the government is steadily making it near impossible for a free press to function. Although the main target is the liberal English language press it is interesting to see that even pressmen on the normally pro-National Party Afrikaans papers are harassed by government action and have allied with their competitors to resist where possible.

As the book makes clear, abusive relations between government and press in South Africa have a long historical pedigree. In the 19th and early 20th centuries the main battle was between the British rulers and the independent Afrikaner press. Government accusations that the press was disturbing the peace and good order bear an uncanny similarity to those of today except that the Afrikaner

nationalists have moved from a subordinate to a dominant position: plus ça change.

The importance of the "opposition" press cannot be overstated as it provides the only way in which the population can gain any clear idea about what is happening within the country. The reporting of the truth behind the shooting of blacks in Uitenhage provides only the most recent example. As it becomes near impossible for white reporters to work in the black townships it is black reporters on white newspapers who have become crucial and yet they are the ones who suffer most at the hands of the police.

It is now doubtful if the investigative journalism which uncovered the Muldergate scandal in 1978-79 in which the Minister of the Interior Connie Mulder, President Vorster and General Hendrik van der Berg, the head of the Bureau of State Security, were forced from office could now take place. The *Rand Daily Mail* was not

only the prime force in exposing the scandal but one of its intended victims. It was revealed that tens of millions of pounds of public money had been used secretly and illegally to set up the *Citizen*, a pro-government English language rival to the *Mail* with the aim of putting the latter out of business.

This book concentrates mainly on the white press in South Africa because a black press (owned and run by blacks) hardly exists despite the fact that non-white literates greatly outnumber white literates. White-owned papers aimed solely at blacks, like the *Zulu Langka*, continue and, before its closure, the *Rand Daily Mail* had a larger black readership than its white one. One company was even given secret government funds to publish a comic featuring a black Superman who supported separate development in South Africa. Thus, although Mahatma Gandhi founded the first Indian newspaper in South Africa as long ago as 1903, no non-white newspapers of general circulation exist today. To the

limited extent that a free press still exists in South Africa it is a freedom that applies only to whites.

The South African Government has constantly claimed that the country has the freest press in Africa. I would dispute this contention and could name at least a handful of African states where greater press freedom exists. Moreover continuing action by the government is pushing South Africa nearer the state control of the press which does exist in many African states.

Overall the conclusions of this book make essentially bleak reading for any supporter of press freedom. It is however a splendid piece of detailed scholarship and is likely to be regarded as the definitive study of government-press relations in South Africa for some time to come.

John A. Wiseman

Dr Wiseman is lecturer in politics at the University of Newcastle upon Tyne.

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Wage curves

Did British Capitalism Breed Inequality?
by Jeffrey G. Williamson
Allen & Unwin, £20.00
ISBN 0 04 942186 7

American economic historians have in recent years made an enormous contribution to our understanding of British economic history. Their work has displayed energy in debate, familiarity with economic theory and econometrics and a concern with issues of the present as well as the past. Often to the fury of British writers, they have disputed hallowed theories, questioned accepted assumptions. They have not always been right, but they have always been fun.

In this book, one of their leaders examines a central topic of our economic history, that of the impact of industrialization on equality. As with much of Williamson's earlier work, the story is examined from the perspective

of - though with not too much of the jargon - of a student of economic development, interested in the comparative experience of industrial change over the last two hundred years. He seeks the answer to the question: was Simon Kuznets right in arguing that industrializing countries first experience increasing income inequality, then increasing equality, passing through the "Kuznets curve"?

In answering this question, Williamson incidentally refutes a frequent criticism made of his compatriots, that he has been little concerned with data collection, too much concerned with theorizing. He puts British economic historians to shame by his discovery that, printed in the Parliamentary Papers, lie wage series for civil servants which greatly augment our knowledge of the wage structure of Britain.

Was there a Kuznets curve in Britain? Williamson concludes that there was, but that it did not begin to operate until the 1820s. According to his account, the early years of industrialization saw little change in the pattern of earnings or income inequality. But then, from the end of the French wars, the position changed and there

was a steep decrease in equality, which was reversed only around the 1860s; thereafter equality increased slowly to the end of his study in the first decade of this century.

It seems surprising that the curve did not begin its downward path until the 1820s, since the "wave of gadgets" had been sweeping across England for some decades. Williamson's explanation is the French Wars, whose great cost depressed British investment in those gadgets and gave an advantage to the unskilled. Once the wars were over, British capitalism could begin its drive to inequality with full force.

Why did equality then decrease? Williamson finds that the downward elasticity of supply of skilled labour. The new technologies demanded new skills and more skilled men and women; their earnings increased, leaving others behind as industrialization saved on unskilled labour, and society took several decades to meet the new demands. By the middle of the 19th century, not only was the speed of industrialization slowing, but the supply of skills was catching up. The relative advantage of the skilled in the labour market then decreased and produced the upturn in the Kuznets

curve. Like much of Williamson's work, the book is controversial from beginning to end. It is written with panache, anticipating objections, demolishing opponents and relying on assumptions that will infuriate many critics. Even the postscript, uncharacteristically tentative, merely emphasizes the driving force of the rest of the book.

Three aspects of the work are likely to give most trouble. First, how odd was Britain? Williamson seeks to disregard institutional forces, to concentrate on "underlying forces that are more likely to be common among all countries, past and present, that embark on the path to industrialization and modern economic growth." But Britain was first; does this not matter? And do the peculiar characteristics of English education, of apprenticeship or of political power have nothing to do with her economic experience?

Second, even if Williamson is right to dismiss such factors, how robust is the general equilibrium model which embodies his common underlying forces? It performs reasonably well, though in some respects not quite as well as Williamson claims, when applied first to the downswing, then to the upswing of the Kuznets curve. But

the tests are conducted in the light of Williamson's belief, on the basis of his earlier calculations, that the turning point came around 1861. They do not, therefore, test that belief or the sensitivity of the model to the full.

Third, how reliable is his evidence and, in particular, the cost of living index which he compiles from 17? There are, as he admits, weak points; the series for rent is particularly important and contentious. It will have many critics but, let us hope, critics who, like Williamson, have actually tried to improve the data base.

It is appropriate to state these reservations as questions, for the book is above all one which forces the reader to question past assumptions. Some will, no doubt, survive Williamson's assault; others will not. They will have succeeded to one of the most penetrating and most stimulating examples of the new economic history yet to appear.

Roderick Floud

Roderick Floud is professor of modern history at Birkbeck College, London.

Number of items	Percentage of correct responses
10	~65
20	~70
30	~75
40	~78
50	~80
60	~82
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stress. (T333; prog 6)
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from the undersigned.

Latest date for receipt of applications is
Friday, 8 September, 1985.

M.P. Kelleher, Secretary

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Friday, 8 September, 1985.

M.P. Kelleher, Secretary

Universities continued



AUSTRALIA

Applications are invited for the following posts for which applications
close on the dates shown. SALARIES
(unless otherwise stated) are as
follows:

Assistant Lecturer: \$44,387;
Lecturer: \$43,208;
Senior Lecturer: \$42,029;
Further details of the posts and
application procedures may be
obtained from the Association of
Commonwealth Universities (ACU),
36 Gordon Square, London WC1H 0DP
unless applications are invited direct
to the University. Equality of
opportunity is University policy.

The University of Sydney

CHAIR OF RESTORATIVE DENTISTRY

Reference no. 11/04

Applications are invited for the Chair
which became vacant following the
retirement of Professor J.S. Lord, who held
the Chair with the title of Operative
Dentistry. The Chair is held in the
Department of Operative Dentistry but
the holder is expected to participate in
the teaching of the department and in
clinical teaching.

The Chair holder will be responsible for
operative dentistry, crown and bridge work,
endodontics and dental radiology. The holder
will also be responsible for the teaching of
operative dentistry to postgraduate students
in the department. The holder will also be
responsible for the supervision of postgraduate
students in the department.

Salary scale at present a clinical leading.
9 August 1985

LECTURERS IN SOCIAL POLICY (TWO POSITIONS)

Reference no. 27/01 - Department of Social Work

Applications are invited from suitably
qualified persons to teach social policy in the
Department. Social policy is taught in the
Department as part of the Bachelor of
Social Work degree. The third year course is
entirely new. The policy interest is in the
teaching of social policy to students of
social work.

Applicants should have a PhD or
equivalent applied experience in either
social policy or social work. Applicants
should have a good knowledge of the
Department's curriculum and be able to
contribute to the development of the
Department's curriculum. The successful
applicant will be expected to contribute to
the development of the Department's
curriculum and to the teaching of social
policy to students of social work.

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equivalent applied experience in either
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policy to students of social work.

Applicants should have a PhD or
equivalent applied experience in either
social

Research and Studentships continued

University of Glasgow
Department of Mathematics
Applications are invited for
**THREE-YEAR
POSTDOCTORAL
RESEARCH
ASSISTANTSHIP**

supported by the S.E.R.C. to begin on 1st October, 1985 or thereafter. The appointee will work with Dr N.J. Young on a project entitled "Minimal Norm Interpolation by Analytic Matrix Functions". Candidates should have a Ph.D. in a relevant branch of Mathematics or Engineering. The initial salary will be £7,320 or £8,040 on 1st October 1985 (under review).

Applications, including a curriculum vitae and the names and addresses of three referees, should be sent by 31st August, to Dr N.J. Young, Department of Mathematics, Glasgow G12 8QQ, for whom further particulars of the project may be obtained. (51431) R12

University of Exeter
**POSTDOCTORAL
WORK IN
MEMBRANE
SCIENCE**

An SERC Co-operative research grant has been awarded to Exeter University and ICI New Science Group. The work will be carried out in the Chemical Engineering Department at Exeter and ICI's laboratories at Runcorn. A systematic study of polymer membranes for gas separation will be carried out to establish the relationship between molecular structure and permeation properties of polymer membranes. The work at Exeter will be supervised by Professor J.C.R. Turner and Professor J. R. Turner. The work at Runcorn will be supervised by Professor J.C.R. Turner. The grant also provides for a full-time technician.

If you have an M.Sc. or Ph.D. in physical chemistry, chemical engineering or related fields, or have research experience to a comparable level, write to Professor J.C.R. Turner for further details. (51432) R12

Colleges and Institutes of Higher Education

Ealing College of Higher Education
RESEARCH ASSISTANTS

School of Law and Social Science
Artificial Intelligence Applications

To assist in the creation and evaluation of expert systems in Law.

Applicants should ideally possess an understanding of Bayesian and fuzzy logic and some experience of expert systems.

School of Business and Management
IT and the roles and functions of Management Services Groups

The successful candidate will design and carry out surveys (personal and postal) to ascertain the effect of information technology upon the types of work done during operational Research groups in industry and commerce and how any changes have altered the importance of such groups in their respective organisations.

Salary: £7,191 p.a. inclusive of London weighting.

The posts are payable from 1st September 1985 to 31st August 1986.

Application forms and further details from The Staffing Office, Ealing College of Higher Education, St Mary's Road, Ealing, London W5 5RP.

Closing date: 30th July 1985. (51430) R12

REMINDER
Copy for Classified Advertisements in The T.H.E.S. should arrive not later than 10am Monday preceding publication.Brunel University
Department of Production Technology
**RESEARCH FELLOW
IN COMPUTER
AIDED
MANUFACTURE**

Applications are invited for a three year post funded by the SERC to work on a collaborative project with Pilkington Ltd to develop a technology knowledge base for process and NC data.

The successful applicant is likely to have or be about to complete a Ph.D. in Engineering or a related discipline and have some experience in numerically controlled machining and data processing.

Salary will be within the Research 1A scale £7,520 - £8,450 per annum (under review), plus £1,253 per annum London Allowance, with US\$ benefits.

Further information from G.W. Smith (Tel: 0895 37188 Ext. 600) or the Department of Production Technology, Brunel University, Uxbridge, Middlesex UB8 3PH to arrive no later than 16 August 1985. (51435) R12

University of Liverpool
Department of Mechanical Engineering
SENIOR RESEARCH ASSISTANT

Applications are invited for the post of Senior Research Assistant to work on Wave Flows in Cavitating Compressible Fluids. The appointment will involve the use of a computer to process data assimilation. Candidates should hold, or expect shortly to receive, a Ph.D. degree.

Initial salary within the range £7,520 - £8,450 per annum (under review).

Application forms may be obtained from The Registrar, The University, P.O. Box 147, Liverpool L69 3GB, by whom completed forms should be received no later than 2 August, 1985.

Quote Ref: RV/154/TRES. (51437) R12

College of St. Mark & St. John
**LECTURER II/
SENIOR
LECTURER
IN RECREATION
STUDIES (TOURISM)**

Applicants are invited from appropriately qualified persons from relevant disciplines for the above post, to contribute mainly to the B.A. Recreation and Community degree.

Application forms and further details may be obtained from The Deputy Principal (P & R) College of St. Mark and St. John, Derriford Road, Plymouth PL6 8BH. Tel: Plymouth 777188, Ext. 220. Closing date Monday 5th August. (51438) R12

Bedford College of Higher Education
School of Science and Mathematics
**TEMPORARY
LECTURER II
IN THE SCIENCE
OF HUMAN
MOVEMENT**

Required for one year to teach biomechanics and/or related subjects to the B.Sc. (Sports) and B.Sc. (Physical Education) students. Good qualifications and experience essential, preferably including research experience.

Further details and application form available from The Director, B.C.H.E., Member, Cauldwell Street, Bedford MK42 9AR. (a.p.s. please).

Bedfordshire is an Equal Opportunities Employer.

Closing date: 9 August 1985. (51439) R12

Colleges and Institutes of Higher Education continued

Nene College
NorthamptonFaculty of Mathematics, Management and Business
**Lecturer Grade II in
Accountancy**

Applications are invited from suitably qualified candidates for the above post.

Such candidates should be graduates preferably with a relevant postgraduate and/or professional qualification.

Specialisms in the areas of Financial Accounting, Management Accounting or Financial Modelling would be most welcome.

Salary scale Lecturer II £7,548 - £12,089

Application form and further details obtainable on receipt of SAE from:

Faculty Secretary
Faculty of Mathematics, Management and Business
Nene College
Moulton Park
Northampton NN2 7AL
Closing date 14 days from appearance of this advertisement. (51439) R12

DE LA SALLE COLLEGE OF HIGHER EDUCATION

**LECTURER II in
HISTORY**

Applications are invited from well-qualified candidates for the above post, available from 1st October 1985.

Applicants should be qualified to teach later modern European History to Honours degree level and must be able to demonstrate considerable research experience within this area. An additional interest in later modern British History would be an advantage.

Lecturer II salary scale.

Further particulars and application forms available from the Principal, De La Salle, College of Higher Education, Middleton, Manchester, M24 3XH, Tel. No. 061-843 5331

Closing date for receipt of applications Friday, July 26th. (51440) R12

Administration

London School of Economics
ADMINISTRATIVE OFFICER

The School is seeking to fill an administrative post offering a potential for development within university administration.

The post will initially be concerned with the management and information services of the School's External Relations Office.

Applications are invited from graduates or those with equivalent qualifications with university administration, entrepreneurial and editorial skills would be an advantage.

Salary will be on the Grade 1A Senior Administrative scale (currently under review) £7,625 - £13,385 including London Allowance.

Please send a stamped addressed envelope for an application form and further particulars to be returned by 31 July 1985 to the Administrative Officer, Personnel, London School of Economics, Houghton Street, London WC2A 2AE. (51443) R12

Trinity College of Music
ACADEMIC REGISTRAR

An appointment to the post of Academic Registrar will be made in early September. Applications are invited from suitably qualified graduates. Managerial ability, preferably demonstrated in education, is essential. Evidence of precise, computer and statistical use of resources will be an advantage.

The post is graded 802 on the Nuffield scale, starting salary £11,655 including inner London Allowance.

Details and application form from The Administrative Officer, Trinity College of Music, 10, St. Martin's Lane, London, W1C 1JF. Tel: 01-935 5770. Closing date 7th August. (51444) R12

**FOR DETAILS
OF ADVERTISING
IN THE T.H.E.S.
PLEASE RING
SUE PELOW
01-253 3000
EXTN. 226**

Colleges of Further Education

London College of Printing
Inner London
Education Authority
Department of the Printing Pressroom**LECTURER
GRADE II
IN GRAPHIC
REPRODUCTION**

Applications are invited for the post of Lecturer II in Graphic Reproduction, with specialist knowledge in Colour Correction and Colour Transparency Retouching.

Candidates should be fully experienced in the subject, appropriately qualified, and familiar with current developments. A knowledge of colour scanning would be an advantage.

Salary: Lecturer II on the London FE scale - £7,548 to £12,089 (plus £1,038 inner London Allowance), starting point depending on qualifications, training and experience.

To commence September 1985. Candidates should have good industrial experience and qualifications, and be experienced in current developments in the field.

Salary: Lecturer I on the London FE scale - £10,818 to £15,318 (plus £1,038 inner London Allowance), starting point depending on qualifications, training and experience.

Further details, particulars and application forms to be returned within 14 days from date of advertisement, may be obtained from Senior Administrative Officer, London College of Printing, Elephant and Castle, London SE1 6SL. Tel: 01-735 8484.

These points are suitable for job share, applications for a job share appointment will only be considered if submitted on a job share basis.

LEA is an Equal Opportunities Employer. (51413) R17

**LECTURER GRADE I
IN COMPOSING
PROCESSES**

To commence September 1985. Candidates should have good industrial experience and qualifications, and be experienced in current developments in the field.

Salary: Lecturer I on the London FE scale - £10,818 to £15,318 (plus £1,038 inner London Allowance), starting point depending on qualifications, training and experience.

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Polytechnics continued

Sunderland Polytechnic
Faculty of Science
Department of Physical Sciences**LLI/SL
MATERIALS
SCIENCE
(METALLURGY)**

Salary: L1 £11,175
SL £11,175 - £15,198 BAR
Under review

Applications are invited from suitably qualified Metallurgists or related Materials Scientists to teach from R12, through Routes Degrees to MSc level, in Specialist Engineering Courses.

An application form and further particulars may be obtained from the Administrative Officer, Sunderland Polytechnic, Langham Tower, R12, 100, Rye Road, Sunderland, Tyne and Wear, NE1 1JF. Tel: 0191 276231 Ext. 13.

Closing date: 2 August 1985. (51445) R12

Research

ESRC MICROCOMPUTER STUDY

The Council's Industry and Employment Committee wishes to commission a review of current Social Science research on the process of the design, production and marketing of microcomputers, together with recommendations for future research.

The work must be completed by 30th September 1985. The Council has set aside £1,000 for this study plus any necessary travel, subsistence and other costs.

Further details available from: Jane Garland, Industry and Employment Committee, Secretariat, ESRC, 1 Temple Avenue, London EC4Y 0BD. 01-363 5262, Ext. 205, to whom brief proposals should be submitted by 8th August 1985. (51446) R12

E/S/R/C ECONOMIC RESEARCH COUNCIL

Colleges and Institutes of Technology

Surrey Education Committee
North East Surrey
College of Technology
Roigate Road, Ewell,
Epsom, Surrey
KT17 3DS**HEAD OF THE
DEPARTMENT OF
APPLIED SCIENCE
(BURNHAM
GRADE)**

Applications are invited for the post of Head of the Department of Applied Science (Burnham Grade) which falls vacant as from 1 January 1985.

Applicants should have a good honours degree or its equivalent in a subject with a strong background in Applied Science. There is no preference for any particular discipline.

The Department is responsible for providing a wide range of science, mathematics and computing courses in both the A and NAFE sectors.

Salary Scale: £16,088 - £27,877 p.a. (under review). Plus £264.00 p.a. London Priority Allowance. General relocation expenses approved cases.

Further information about the post and application forms can be obtained from the Vice-Chancellor, Burnham Grade, Roigate Road, Ewell, Surrey KT17 3DS. Please send a stamped addressed envelope to (51421) R12

General Vacancies

London Borough of Newham
Woodside Comprehensive School

Woodside Road, London E13 8RX
Head Teacher:
Mr M.J. Walton
Number on roll: 900

**TEMPORARY
TEACHER
OR INSTRUCTOR
OF OFFICE
PRACTICE/TYPING
SCALE 1**

Required September 1985.

An enthusiastic person is required for this full-time temporary school, to teach 4th/5th year pupils in office practice/typing. This is a temporary (one-term) vacancy. Candidates are asked to indicate other teaching subjects offered.

London Allowance: £1,038 plus Social Priority Allowance.

Application forms/further particulars (s.a.s. please) available from The Teacher to whom completed forms should be returned by 30th July 1985.

Director of Education, Education Office, 279/281 High Street, Stratford, E15 4JL.

An Equal Opportunity Employer. (51446) R12

Overseas

**NOTICE FOR
PREQUALIFICATION OF
CONSULTANCY TEAM
A DEVELOPMENT STUDY FOR MOI
UNIVERSITY - KENYA**

MOI University wishes to engage consultants to prepare the development study for the University to be financed by the African Development Fund under an agreement between the fund and the Government of Kenya. The development study will include the following components:

- PHASE 1: Manpower and Educational Requirements Studies**
PHASE II: Academic Planning
PHASE III: Physical Planning

The University is located near Eldoret Town in Western Kenya on a site of approximately 3,000 acres. Interested firms of consultants and institutions may obtain the pre-qualification dossier which should be completed and submitted not later than 2nd September, 1985, at 5.00 p.m. to the office of the Vice-Chancellor at the following address:

The Office of the Vice-Chancellor
MOI University
Fourth Floor
National Bank Building
P O Box 3900
Eldoret
Kenya

(Only ADB member states and ADF state participants are eligible to participate in the prequalification exercise) (51447) R12

**THE 3rd HONG KONG
INTERNATIONAL
EDUCATION FAIR**

A major annual international education fair aimed at giving students the latest information on overseas studies will be held between 8-10, March 1986 in Hong Kong. Participants in the last fair represent all levels of education including the British higher education. For the first time we will have a UK pavilion at the Fair. We invite your participation in this very popular event by contacting the organiser:

School & College Services, Room 1525 Star House, Salisbury Road, Kowloon Hong Kong. Telephone 3-680093 and Telex 54492 (70145) R12

ACCOUNTING

Two Chairs of Accounting are currently vacant, the appointees to either post of Professor of Accounting will be eligible for appointment as Head of Department. He will lecture, assume administrative responsibility for the advanced course and engage in research. In addition to other qualifications he should be a Chartered Accountant (South Africa) or the holder of an equivalent overseas professional qualification.

Salary: Professor R35 377 - R40 982 per annum. Benefits: ● annual bonus ● generous leave ● pension ● medical aid ● remission of tuition fees ● housing subsidy, removal, travel and settling-in allowances (if eligible). Private practice will be permitted on a limited scale.

The policy of the University is not to discriminate on the grounds of sex, race, colour or national origin.

For further information contact Mr Geoff Henning, South African Universities Office, Chichester House, 278 High Holborn, London WC1V 7HE

Please submit applications by 31 September 1985 although late applications will be accepted. (51448) R12

UNIVERSITY OF THE WITWATERSRAND

**SINGAPORE
POLYTECHNIC**

The Singapore Polytechnic is a technical institution financed by the Government of Singapore and responsible for the training of technician engineers. It is approaching completion of a major expansion programme costing approximately £70 million (sterling). There is a full-time academic staff of 600 and an enrolment of 8,000 full-time and 5,000 part-time students.

We invite you to apply to join our team of professionals in one of the following positions:

- PRINCIPAL LECTURER: \$574,100 - 80,000 p.a.**
SENIOR LECTURER: \$589,800 - 65,800 p.a.
LECTURER: \$523,900 - 62,000 p.a.

(Exchange rate, July 1985, £1 = S\$2.88)

Point of entry into any of the above salary ranges will depend on qualifications and experience. Applicants for Principal Lectureship should have ten (10) years' experience in a teaching or industrial environment and those for Senior Lectureship eight (8) years' experience. Applicants for the post of Lecturer should have a minimum of two (2) years' experience.

QUALIFICATIONS & EXPERIENCE
A degree or professional qualification in Electronics Engineering with emphasis in any one of the fields:

- Telecommunication Engineering
- Digital Instrumentation and Control
- Computer Engineering
- Integrated Electronics

TERMS & CONDITIONS OF SERVICE
Singaporeans and Malaysians will be offered appointment on LOCAL terms. Other expatriates will be appointed on contracts (which may be renewable) of 2 or 3 years' duration.

Under the Singapore Central Provident Fund Scheme, a staff member contributes at the current rate of 28% of his gross salary subject to a maximum of S\$1250/- per month and the institution contributes 28% of the monthly salary subject to a maximum of S\$1780. The total sum standing to the staff member's credit in the Fund may be withdrawn free of tax when he leaves Singapore/Malaysia permanently.

A contract officer will receive baggage allowances, free air passages for himself, his spouse and up to 3 children under 18 years of age.

Accommodation is provided at subsidised rental together with education allowance, subsidised medical/dental benefits and vacation leave.

APPLICATIONS
Applications to arrive not later than 31st July 1985.

The Head (Personnel)
Singapore Polytechnic, 800 Dover Road, Singapore 0813, Republic of Singapore, giving curriculum vitae, home telephone number, previous subjects taught (if any) and names and addresses of two referees.

Summer Schools

The search for excellence in the management of Public Sector Services

Summer School 1985

(In association with the School for Advanced Urban Studies, Bristol University)

Robinson College Cambridge
27-29 September

For Financial Managers and academics interested in Public Affairs.

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